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Junior High School

Curriculum Guide
for

**HEALTH *and*
PERSONAL
DEVELOPMENT**
(Interim Edition)

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Junior High School

Curriculum Guide

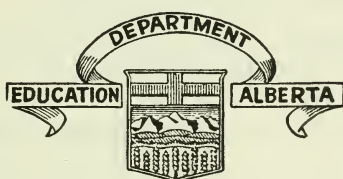
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DEVELOPMENT

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DEPARTMENT OF EDUCATION

1952

FOREWORD

This edition is the result of successive revisions of the various experimental courses in Health and Personal Development. Distinguishing features between the present edition of the course and the 1951 edition are as follows:

1. The course at each grade-level consists of nine units instead of the previous five. Since the portion of the program dealing with Health requires approximately half the total time, it has been revised and re-arranged into five units rather than one.
2. The former four-column grid pattern has been simplified. There are now two columns.
3. In order to help the teacher follow the developmental aspects of the program, charts of objectives and content material have been included in the introduction.
4. The present edition has activities matched with specific topics.
5. Each unit is prefaced by a point of view, specific objectives, a list of references and an outline of the areas dealt with in the unit.
6. The point of view for each unit contains a statement of general philosophy followed by suggestions for treatment at each grade-level and is repeated before the appropriate unit in each grade.
7. The bibliography has been revised to include primary, secondary and general references, and basic references for teachers.
8. An appendix has been included listing the films and filmstrips that will be found useful in offering the program.

In revising the course the members of the sub-committees attempted to develop a program that would be suitable for use as a basic outline in every school situation. This arrangement of material should provide each teacher with the opportunity to adapt the course outline to local needs. It is intended that the course as presently arranged for Grades VII and VIII will undergo little in the way of further revision. For Grades IX and X the present edition can be considered as interim only.

As in all other courses, the success of Health and Personal Development will depend to a great degree upon the ability of the teacher to work towards the realization of the specific objectives.

ACKNOWLEDGMENT

The Department of Education acknowledges with appreciation the contributions of the following committee members for the preparation of this Junior High School curriculum guide for Health and Personal Development. The guide has been prepared by sub-committees on Health and Personal Development under the guidance of the Junior High School Curriculum Committee.

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TABLE OF CONTENTS

INTRODUCTION

I. The Course in Health and Personal Development.....	7
II. Methods	14
III. Scope and Sequence, and Objectives.....	24
IV. References	55

COURSE OUTLINES

Units for Grade VII

Unit I. School Life	62
Unit II. Personal Health Inventory	69
Unit III. Men and Women Who Have Contributed to the Promotion of Health	74
Unit IV. Protecting Oneself and Others from Disease	80
Unit V. Living Standards and Values	85
Unit VI. Group Life	97
Unit VII. Growth in Height and Weight	106
Unit VIII. Contributing to Safety in the Home.....	112
Unit IX. Cornerstones of Success	116

Units for Grade VIII

Unit I. Success in School.....	122
Unit II. Patterns of Growth	132
Unit III. Making the Best Use of Scientific Knowledge	136
Unit IV. Making the Best Uses of the Body's Defences	141
Unit V. Living Standards and Values	145
Unit VI. Group Life	159
Unit VII. One's Physical Resources and How to Use Them	168
Unit VIII. Making the School a Safe Place in Which to Live and Work	176
Unit IX. Job Understanding	180

Units for Grade IX

Unit I.	Effective Learning	186
Unit II.	Adolescence—The Bridge to Adulthood.....	193
Unit III.	Canada's Changing Health Picture.....	198
Unit IV.	What the Home, School and Community Can Do to Prevent the Spread of Disease.....	202
Unit V.	Individual Development	207
Unit VI.	Group Life	217
Unit VII.	How the Body Makes Use of Food—Our Dependence Upon Oxygen	228
Unit VIII.	Learning How to Make Our Highways Safe	235
Unit IX.	Education and the World of Work	239

APPENDIX

List of Films and Filmstrips	250
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INTRODUCTION

I. THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

Nature of The Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

Reasons for Offering The Course

A. To provide information in the following areas:

1. Health education, with particular emphasis upon:
 - (a) Physiological growth and development
 - (b) The great discoveries that are landmarks in our progress towards better health
 - (c) Scientific methods that are gradually eliminating communicable diseases
 - (d) Body structures and how they function
 - (e) The science of nutrition
 - (f) Federal and provincial public health services and their contribution to the welfare of Canadians
2. Elementary principles of mental hygiene and adolescent psychology, and the use of these principles as guides to the development of desirable personality traits.
3. Group relationships of concern to the student at various age and grade levels.
4. Material relating to the choice of a career with proper emphasis upon the importance of sound educational preparation.
5. Material relating to study habits, to reasons for lack of progress in school, and to methods leading to school success.

B. To provide for an organized group guidance program by:

1. Centering the above information around activities arising out of the students' experiences;
2. Encouraging students to make a proper appraisal of themselves in order that they eventually may realize their inherent potentialities;
3. Fostering the development of wholesome attitudes.

Group guidance may be defined as a directed activity designed to answer pupils' needs in such areas as educational and occupational opportunities and requirements, citizenship and group living, personal growth, use of leisure time, and orientation to the school setting.

General Objectives of The Course

Through successful teaching in this course students should be encouraged:

1. To acquire a sound understanding of the factors affecting physical growth and development;
2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the inter-acting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage students to criticize either their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility. In many schools the principal is provided with non-teaching periods which he can use for such interviews.

The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening. He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

The course includes more material than can satisfactorily be covered in the time available and should, therefore, be adapted to the particular needs of the class.

Who Should Teach These Courses?

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development, provided his position is not purely an administrative one.

2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:

- (a) Possessing a genuine interest in young people and an understanding of the problems they face at different ages;
- (b) Possessing initiative, imagination, and resourcefulness, and being sensitive to the needs of these students. Without these qualities there is a danger that the course will become mere verbalizing;
- (c) Having an adequate understanding of the psychology of individual differences and attempting to apply this understanding in their daily teaching;
- (d) Being well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;
- (e) Preferably having some special training in the fields of health, psychology, guidance and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.

3. Teachers should not work exclusively in the Health and Personal Development field, but should offer other courses as well.

Course Organization

1. The general plan includes courses in Grades VII, VIII, IX and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program. The arrangement includes the following general areas:

	Number and Name of Unit	Suggested Time Allotm't
Unit	I—Educational Needs	2-4 weeks
Unit	II—Growing Into Maturity	3 weeks
Unit	III—Man's Great Progress Towards Better Health	4-5 weeks
Unit	IV—The Conquest of Communicable Diseases	3 weeks
Unit	V—Personality Development	6-7 weeks
Unit	VI—Group Life	4-5 weeks
Unit	VII—One's Physical Resources and How to Use Them	4-5 weeks
Unit	VIII—Preventing Accidents and Meeting Emergencies	4-5 weeks
Unit	IX—Career Planning	4-5 weeks

2. Nine units comprise a year's work with a range of from two to four periods per week in each grade. The approximate length of time for the completion of each unit is indicated but this is not intended to be prescriptive to the extent that teachers feel that the unit must be completed within the period of time suggested. Nor is it necessary to follow the sequence of units set forth for any one grade.
3. Each unit has the following general pattern:
 - (a) Point of view
 - (b) Specific objectives
 - (c) References for the unit
 - (d) Outline of unit
 - (e) A grid arrangement of material in two columns, entitled "Content" and "Teaching Procedures and Suggested Activities".

4. Content

The content in each grade is developed under unit headings. Each unit is further subdivided into specific topics for each of which certain suggested activities or teaching procedures are recommended. The wording of

the topics from grade to grade may suggest a certain similarity but overlapping should be reduced to a minimum because of the varied nature of the activities.

5. Activities and Teaching Procedures

Activities and teaching procedures are merely suggested as a guide to the teacher. No one offering the course should feel that he is compelled to follow the activities specifically as outlined. He should feel free to adapt them to his class by improvisation, addition, or further development. Where reference is made to a debate, for example, the teacher might feel that his class has neither the experience nor maturity to do a satisfactory job. In types of activities that are new to the students, it may be necessary to explain or even to demonstrate how such activities are carried out. A brief explanation of some of these procedures will be given later in the introduction.

6. Evaluation

Evaluation makes use of all the methods and techniques for gathering evidence about student growth. It includes not only testing but the collecting and recording of information pertinent to student development. Evaluation is a continuous process. Among other things it attempts to determine the degree of understanding that students are achieving. It also serves as a check on the effectiveness of instruction, provides the teacher with direction as to the individual needs of students, and furnishes a basis for good public relations with parents. The attention of teachers is directed to the portion of the General Science program dealing with evaluation. In attempting to determine the extent of pupil development, teachers might construct some kind of rating scale or chart at the beginning of the year's work to be used throughout the year.

Grading: What procedures should be followed in allotting grades or marks to students? By what academic yardstick can one measure success or failure? The true measure is the way the student acts and the way he feels about the topics that have been discussed, and the steps he takes to improve his own health and to protect that of others. Of course, it is expected that the student's behavior will depend upon his understanding which, in turn, is based upon assimilation of knowledge. Since such knowledge is essential, testing is justified but it is only a partial evaluation of progress. The important thing to remember in evaluating student progress is that every student in the class should have specific assignments geared to his level of ability. It is suggested that the teacher carefully organize the distribution of assignments so that everyone is given the opportunity of attempting something.

Much of the evaluation in Health and Personal Development is concerned with intangibles, but the course, especially those parts dealing with Health, contains important information that lends itself to testing and a system of grading that can be used for report purposes. This means that portions of the course admit of a system of testing and marking similar to that used in other programs.

7. References

References for these courses have been organized as follows:

- (a) **Primary:** This section contains books upon which the content of the course to a large extent is based. These books should be available in sufficient quantity so that students may have ready access to them. It is suggested that one copy of each of the primary references be made available for at least every two students.
- (b) **Secondary:** The books on the secondary list are arranged in order of usefulness. Copies of some of the secondary references should be available in the classroom for research purposes.
- (c) **Teachers' References:** It is felt that teachers offering the program at any or all grade levels should have the two suggested titles for background purposes. These are:

Psychology for Living, Sorenson and Malm (If a copy of Averill's "Introductory Psychology" is available the teacher may use it as an alternative.)

Health Observation of School Children, Wheatley and Hallock.

- (d) **General References:** This list will consist of additional material in the form of standard references such as the *Canada Year Book*.
- (e) **Films and Filmstrips.** (See Appendix)

Flexibility of The Course

1. As stated above, nine units comprise the year's work in each grade from Grades VII to X. However, the school administration may decide that certain sections of Units V and VI should be omitted. **It is requested that the Supervisor of Guidance, Department of Education, be informed of the particular sections that are not being offered.**
2. With some classes teachers may find that a certain unit or a particular section of a unit needs emphasis or is proving of specific interest and value. They should feel free to provide for continuation of the discussion in

future classes. **It might be considered desirable to provide an arrangement on the timetable whereby two of the periods per week are offered as a double period.** This would provide an opportunity for a more extensive discussion of topics, for films, field trips, special speakers and experiments, all of which would be valuable in some aspects of the program.

3. The course content is designed as a guide for teachers and should be adapted to both the needs of the particular class and those of the community. This adaptation should increase pupil participation, especially if provision has been made for the setting up of a teacher-pupil planning committee. Such a committee should have its members changed frequently.

Relationship to Other Courses

The statement of objectives for the Secondary School which appears in the Handbook for the Junior High School suggests that the extent to which these objectives are achieved will depend upon the efforts exerted by all teachers. A close relationship exists between the course in Health and Personal Development and the various subject fields; the Handbook for the Junior High School explains this relationship in general terms. It should be noted, however, that the new Literature books for the junior high school include a number of selections which provide excellent material for health teaching and personal development. When occasion is found to refer to these selections, the assistance of the Literature teacher should be obtained to determine to what extent class procedures can be correlated.

Cycling

In many schools students of Grades VII and VIII receive much of their instruction together and, since it may be desirable that the Health and Personal Development course should be treated in this manner, material for the two grades has been developed in parallel to permit cycling. For the year 1952-53 it is recommended that the Grade VII cycle be used for the two grades.

Suggestions for Scheduling

Block scheduling of subjects on the program may present certain problems in developing the timetable. Teachers are expected to integrate the subjects in a given block to the best of their ability, endeavoring to break down the traditional barriers between subjects. Block scheduling with its integration of subject matter, will allow the teacher to concentrate upon the task of meeting the needs and developing the interests of the students. Consequently less time will be spent in having the students accumulate large masses of information in two or more isolated subject areas. The following suggestions will assist in making more effective instruction in Health and Personal Development within the system of block scheduling.

1. For a variety of reasons some teachers will not be offering Health and Personal Development, but program blocking makes allowance for just such a situation. Those teachers can be given responsibility for a block in which one or more exploratory courses can be included instead of Health and Personal Development. It is suggested that the principal, in selecting teachers for this course, give consideration to the desirable teacher qualities listed earlier in the outline. In any school which has a guidance counselor or teachers who have had experience with the course in Health and Personal Development, they might be asked to carry on in-service training with other teachers at staff meetings the better to familiarize the whole staff with an approach to, and the techniques of, the course.
2. The period provided for Student Government and Associated Activities might also be placed under the direction of the homeroom teacher or in the program block with Health and Personal Development.
3. Reference has been made above to the inclusion of Health and Personal Development in a block. As suggested in the Handbook a block consisting of Literature and Health and Personal Development, possibly supplemented by electives such as Dramatics or Art, might prove satisfactory. Again, since certain aspects of Health have a relationship to Science, it seems reasonable that consideration might be given to a block in these subject fields.

II METHODS

The approach suggested in the Health and Personal Development course seeks to encourage student expression in various ways with considerable emphasis on group procedures. The purpose of group guidance is to provide the opportunity for growth in individual understanding through discussion of questions of common interest to the group. Every opportunity should be taken to encourage student reading, research and reporting. Many of the activities listed under Suggested Activities and Teaching Procedures are designed to encourage individual effort. However, since certain units, more particularly Units V and VI, deal in the main with group topics, it is felt that teachers will benefit from a brief analysis of group procedures.

Principal Functions of Group Procedures

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important functions.

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems as those which concern him.

2. The reserved student observes that others are bothered with problems similar to his own and that they are willing to talk about them. He is thus encouraged to talk about his own problems, without revealing that they are his own. In this way he obtains the benefit of self-expression.
3. Since students are genuinely interested in the experiences of their own group, making these experiences the content of group discussions is an exceedingly effective way to obtain interest.
4. Since the opinions of other members of the group are taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to do some objective thinking.
5. The interaction which occurs between members of a group stimulates the individual members to clarify their own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result, he learns more.
6. The person who is about to take part listens more carefully than he would under the lecture method, which means that attention should be continuous and keen.
7. Discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.
8. The bringing out of different points of view shows that there are two or more sides to every question and thus promotes broadmindedness and tolerance.
9. Since 'teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are very apt to lead to action.
10. Practice in participating in, and leading discussion makes one better able to present ideas before a group and so helps to train for leadership.
11. This entire process of group thinking—the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view—all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

Group Techniques

1. Hints for Planning Helpful Group Discussion
 - (a) Each member of the group is as important as any other. Therefore, all should take part in the planning

and the discussion. This means that care should be taken not to allow a few to do all the talking. Members should also develop the art of listening attentively.

(b) In the planning stage, purposes and possible goals should be listed, and frequent reference made to these goals.

(c) Comments should be brief and to the point. A discussion is not a series of long speeches. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences and opinions about some common problems.

(d) Assistance should be given the chairman or discussion leader in keeping the group on the topic. Aimless rambling is undesirable.

(e) Some preparatory thought should be given by members to the particular topic up for discussion so that significant contributions can be made. Members must also be prepared to assume responsibility for special assignments.

(f) Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of interest to the members of the group.

(g) It should be apparent to the officers that all members are willing to cooperate in order to make the study group sessions as helpful as possible. It is obvious that group thinking requires concentration and close attention on the part of each student.

(h) The group should consider carefully various sources from which further information can be obtained, such as informed people, printed reference materials, etc.

(i) Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

2. The Problem Approach

The course in Health and Personal Development should be as "pupil-centered" as possible; the suggested activities to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. It is, therefore, suggested that the topics to be discussed be stated as specific problems.

It is desirable that pupils be trained to recognize a problem, search for facts, form conclusions, and test their judgments. As they mature and acquire practice in critical thinking, the quality of their thinking should improve.

The significance of the problem approach is seen when one considers training for the development of reflective thinking. The problem is presented, there is a searching for facts, and conclusions are tested by various types of group discussion. Facts are undoubtedly important (without them no reliable thinking can take place), but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is upon problems to be solved and the gathering of facts leading to their solution.

3. Special Group Techniques

(a) *The Discussion Lesson*: Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a facility for questioning that will promote good group thinking. Skillful questioning is not often spontaneous; it generally results from careful planning. The questions should aim at opening up the topic for discussion and provide for clear thinking by the class. The discussion when properly begun will encourage further questions from the group. The teacher, however, will always hold in reserve questions to be interjected as a stimulus when discussion lags. He should endeavor to prevent the students from feeling that he is occupying the centre of the stage, and attempt to create the impression that he is merely one of the group.

(b) *The Open Forum*: In the open forum the class as a whole participates under the chairmanship of a student. Students will need training if they are to function satisfactorily as chairmen. Class periods devoted to a discussion of the duties and responsibilities of chairmen will prove of value. Those who are first asked to assume this position should receive special coaching but every effort should be made to include as many members of the class as possible before the year's work is finished. Records or secretaries should also be appointed for the open forum sessions to sum up the results at the conclusion of the period. If they are given instruction in the preparation of minutes, these minutes can be placed in a loose-leaf book for future reference by students and by secretaries prior to assuming office for a specific class session.

(c) *The Panel Discussion*: The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic under discussion before it is discussed by the class as a whole. Preparation prior to class discussion of the topic by the panel will usually result in a better presentation. Panel members should be asked to present their ideas as a group at the front of the room. Each in turn brings forward his opinions or material in a brief period of time and, when all members have spoken each may

be asked to defend what he has said. The panel is also a technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, most of which are good examples of group thinking.

(d) *The Symposium*: The symposium is a method in which a general topic is assigned and students are asked to present individual reports on various aspects of the topic. To insure adequate treatment it will probably be necessary to arrange that several periods be reserved since the reports of the various students must be heard. A recorder should be appointed to serve until the topic is disposed of. He should be asked to submit at the beginning of each period a brief report of what was discussed in the previous session. To illustrate, a general topic such as "The Common Communicable Diseases of Childhood" (Grade VII) could be selected and individual students asked to report on one of the diseases.

(e) *The Debate*: The debate may be used occasionally, especially if the topic to be discussed is one in which there seems to be two pronounced viewpoints evident in the class. It should prove useful as a means of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinion. Steps might be taken in conjunction with the teacher of English to produce well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from any textbook or manual on English expression.

Advantages of Group Procedures

1. Training in leadership,
2. Development of a spirit of cooperation,
3. Encouragement of clear thinking.
4. Provision for self expression.

Disadvantages of Group Procedures

The advantages listed above, unless the procedures are skilfully applied and carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. Superficiality—lack of mastery of factual material,
2. Desultory discussion,
3. Futile off-the-subject discussion,
4. Domination by a few assertive pupils.

Other Techniques

Teachers will be well advised to check Bulletin 2 of the elementary program and the curriculum guides in General Science

and Social Studies-Language for the junior high school grades to obtain suggestions on various methods of presentation. It should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

A list of possible techniques and devices follows:

1. Individual *reading*, assigned reading, and *reporting*.
2. Group, individual and community *projects*, such as
 - (a) Building a library of reference material from pamphlets, booklets and other references given in this course and from current periodicals and newspapers,
 - (b) Health projects related to the community,
 - (c) Compilation of data for special assignments,
 - (d) Preparation of simple experiments, charts, and posters to illustrate specific topics.
 - (e) Preparation of rating and self-analysis scales, growth charts, nutrition score sheets,
 - (f) Correlation of course content with other subject fields; e.g., manners and customs of people in other lands with those of our own land, health problems of other nations, e.g., associated with industries in tropical countries.
 - (g) Practice in the use of social correspondence,
 - (h) Development of critical standards for the "comics" and rating those in the daily newspaper according to these standards,
 - (i) Selection by pupils of magazines suitable as gifts for their father, mother, sister or friends, with reasons for the selection.
3. Preparation of individual and class scrapbooks. These are particularly valuable in assembling current literature on particular health topics.
4. Maintenance of bulletin boards and preparation of *display materials*.
5. *Survey of community needs*, with respect to playground facilities, safety patrols, clean-up campaigns, safe water supply, etc.
6. Detailed analysis of industries, including health hazards and safety measures.
7. *Survey of local occupational opportunities* and employment trends for full or part-time employment, including summer work.
8. Use of *visiting speakers* for Student Union meetings or for job discussions and Careers' Nights, and to present

special phases of the health program, e.g., staff of local Health Department might present a community health problem.

9. Use of *audio-visual material* with proper employment of student committees (see manual on "The Film in Group Discussion").
10. Examination of *radio program* for series broadcasts and special broadcasts.
11. The use of *assembly programs* for practice purposes.
12. Use of *special techniques* to put into action the principles read about or studied; e.g.,
 - (a) Preparation of lists of courtesies observed in the community for a limited period of time.
 - (b) Development of tolerance through special attention to customs of the various nationalities represented in the class.
13. Use of devices for social grouping where the teacher has had special training and sees the need for such grouping in the classroom situation.

14. Use of the *drama* and *role playing*.

It is human nature to act out a part and this play-acting cannot be confined to any age group. Adults, governed by a more or less conventional code of behavior are required to change their behavior according to the demands of the particular situation. The successful story teller is the one who can dramatize the incident he is recounting, the successful hostess always makes her guests feel at home and overlooks peculiarities of behavior, the speaker on the public platform brings his audience with him by means of various devices and techniques, long tried and proven successful. Play-acting can be applied to the learning situation as an easily understood and successful method of providing information. The class learns through interest and appreciation of the approach being used by those engaged in the portrayal. Certain topics lend themselves to this kind of treatment. The discussion of manners with attention to proper behavior in social situations should prove ideal for use of this technique. The whole field of job application and personal interviews also brings much more meaning to the students when they see the situation acted out. Group problems of mutual concern, admit of ready understanding and general discussion if portrayed before the class. In fact, almost any area suggested in these courses lends itself to such treatment. This method is called the *sociodrama*.

To make for the freedom of expression necessary to a role-playing situation the following basic principles are essential:

1. The situation must be representative of the problems of the group members.

2. The majority of the group members must want to explore the situation.
3. The teacher should be willing to have the problem explored. If he is not as enthusiastic as the students the latter may hesitate to express themselves freely or they may give the version of the problem they think he wants.

This technique can be considered as having five main steps, all of which are necessary for maximum group participation.

1. Volunteering of participants.
2. The "warming up" of participants.
3. Free ventilation of feeling and reactions of group members and the players.
4. Analysis by group members and players.
5. Summary and recommendations by group members.

In practice, these steps often merge or flow naturally into one another, and the different steps may have less or greater importance, depending upon the significance of "content" to the group members.

Certain advantages should accrue to the students who participate in such activities. The natural desire to project themselves into another situation, more or less unreal, should find ready response. With experience, many of the more reticent students can gain in confidence and in ability at self-expression. The socializing effects should lead to better understanding amongst students and many of the personality problems may be solved as a result of this more mature understanding.

Further information can be found in many of the books suggested for either student or teacher use in this course. The 1950 Yearbook of the Association for Supervision and Curriculum Development, "Fostering Mental Health in Our Schools", contains an excellent chapter on the sociodrama.

Student Reporting

Pupils need careful direction and help in preparing, presenting, and summing up reports. The ability to give a good report is not inborn in the child. Since reporting constitutes a learning situation, the teacher must assume the responsibility for developing this skill.

It should be recognized that the unit study technique demands more teacher responsibility and effort than traditional methods.

1. Assigning the Report and Helping With Its Planning

- (a) The pupils, with the help of the teacher, will choose report topics suited to the interest and ability level of the individual student.

- (b) The individual assignment or report topic should be clear and limited in scope.
- (c) The students should be directed to specific and available references. Every effort should be made to provide a variety of references.
- (d) In the early stages of unit study learning, class time should be used in order to indicate to the students what a good report should include.

2. Presenting the Report

- (a) The teacher should help the child to make the report "his own." If the student cannot give a report in his own words, the report is of questionable value.
- (b) Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations, he should indicate this fact.
- (c) Pupils should not be expected to copy great masses of teacher-written or pupil-written notes from the blackboard.
- (d) Pupils may use brief notes or a summary outline to guide their talk.
- (e) The student may write on the blackboard five or six questions which he proposes to answer in the body of his report.
- (f) The length of a report depends on pupil ability, the topic in hand, material available, and general interest.
- (g) Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess, however, it becomes monotonous.

NOTE: The teacher should enrich the report by (1) contributing interesting new material, (2) stressing important points, (3) directing a summary.

3. Appraising the Report

- (a) The teacher should evaluate the manner in which the report is presented.
- (b) The report should be carefully evaluated for good oral expression. This should include an interesting introduction, good sentence structure, stress on main facts or points and a fitting conclusion.
- (c) The teacher should observe carefully the class reaction to the report.
- (d) Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.

(e) The following questions might be posted on the bulletin board or in conspicuous chart form for constant reference by teacher, report leaders, chairmen and reporters:

- (1) Was the topic or assignment clearly defined?
- (2) What were your sources of information?
- (3) Did you make use of the blackboard, pictures, samples, or diagrams to make the report more vivid?
- (4) Did you organize the topic or assignment in your own language around four or five main ideas or facts?
- (5) Did you use correct English?
- (6) Did you try to remember ideas rather than words?
- (7) Did the class find the report interesting throughout?

Grade VII School Life	Grade VIII Success in School	Grade IX Effective Learning	Grade X Success in High School
<p>I. SCHOOL ORGANIZATION AND ADMINISTRATION</p> <p>A. How Our School Is Organized.</p> <p>B. Meeting the Teachers.</p> <p>C. Welcoming New Pupils.</p> <p>D. The Safety Patrol.</p> <p>E. Rules and Regulations.</p>	<p>I. OUR SCHOOL</p> <p>A. Organization.</p> <p>Staff; Buildings; Equipment; New Pupils; Special services; Regulations.</p> <p>B. Department.</p>	<p>I. SCHOOL ORGANIZATION AND ADMINISTRATION</p> <p>A. Rules and Regulations.</p> <p>B. School Spirit.</p> <p>C. Organization.</p>	<p>I. HIGH SCHOOL</p> <p>A. Orientation.</p> <p>B. Planning.</p> <p>C. Student Activities.</p>
<p>II. STUDENT ACTIVITIES</p> <p>A. Extra-Curricular Activities in Our School.</p> <p>B. School Spirit.</p> <p>C. How the Student Benefits from School Activities.</p>	<p>II. STUDENT ACTIVITIES</p> <p>A. Election Procedures.</p> <p>B. Students' Union.</p> <p>C. Classroom Organization.</p>	<p>II. STUDY HABITS</p> <p>A. Conditions for Study.</p> <p>B. The Study Schedule.</p> <p>C. Outlining.</p> <p>D. Notes and Note Making.</p> <p>E. Additional Study Techniques.</p> <p>F. Aids to Memory.</p> <p>G. Tests; Their Importance in Grade IX.</p>	<p>II. LEARNING</p> <p>A. Individual Progress and Self Improvement.</p> <p>B. Study Habits.</p> <p>C. Motivation.</p> <p>D. The Effects of Emotions on Learning.</p> <p>E. Clear Thinking.</p>
<p>III. STUDY HABITS</p> <p>A. Habits.</p> <p>B. Budgeting Time.</p> <p>C. How to Study Efficiently.</p> <p>D. Conditions for Good Study.</p> <p>E. Study in Individual Subjects.</p> <p>F. How to Develop Interest and Self-motivation.</p>	<p>III. STUDY</p> <p>A. The Value of Efficient Reading Skills.</p> <p>B. Techniques of Study.</p> <p>C. Tests.</p> <p>D. Outlining.</p>	<p>III. PLANNING YOUR FUTURE</p> <p>A. Types of Programs in Alberta High Schools.</p> <p>B. The Advantages of High School.</p> <p>C. Types of Programs in Other Alberta Educational Institutions.</p>	
	<p>IV. THE SCHOOL PROGRAM</p> <p>A. Grade IX.</p> <p>General regulations; Compulsory courses; Exploratory courses.</p>		

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- B. Grade IX and High School.
 - C. Why Go to School.
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- D. The Credit System in High School.
 - E. Prerequisites, Electives, and Compulsory Subjects in High School.
 - F. School Subjects as Related to Vocations.
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CHART II: SPECIFIC OBJECTIVES FOR UNIT I, EDUCATIONAL NEEDS

Grade VII	Grade VIII	Grade IX	Grade X
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Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

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| 1. Careful planning and hard work are important factors for success in school. | 1. Effective reading skills are very important in order to do successful school work. | 1. School work can be greatly improved by acquiring efficient study habits. | 1. Success in high school depends to a great extent upon one's own efforts. |
| 2. Good school morale largely depends upon the worthwhile participation and cooperation of all students in school activities. | 2. Successful student organization requires able, dependable officers and alert, cooperative members. | 2. The high school program is designed to help the individual prepare for a vocation, and enables him to live a fuller and richer life. | 2. Effective learning is largely affected by motivation. |

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

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| 1. The ability to plan a schedule that provides the most benefit from the time available. | 1. The ability to call a meeting to order and act as chairman. | 1. The ability to vary study techniques in accordance with different needs. | 1. The ability to organize his work and to concentrate in a satisfactory manner. |
| 2. The habit of obeying school rules and regulations. | 2. The ability to vary his rate of reading in accordance with his purpose. | 2. The ability to prepare for various types of examination. | 2. The habit of exercising initiative when the occasion demands it. |

Attitudes

The work in this unit should help the student to develop the following attitudes:

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| 1. Willingness to participate in school activities. | 1. Accepting personal responsibility for building good study habits. | 1. Scientific analysis in his approach to a new problem. |
| 2. Responsibility in doing day-by-day assignments. | 2. Responsibility for carrying out his duties at school. | 2. Cooperation with those with whom he is working in the school situation. |
| | 2. Accepting personal responsibility for assisting in the development of good school spirit. | |

CHART III: SCOPE AND SEQUENCE FOR UNIT II, GROWING INTO MATURITY

Grade VII Personal Health Inventory	Grade VIII Patterns of Growth	Grade IX Adolescence, a Bridge to Adulthood	Grade X Preparation for Family Life
<p>A. Personal Appearance.</p> <p>B. Posture and Feet.</p> <p>C. Skin.</p> <p>D. Hair and Nails.</p> <p>E. Hearing.</p> <p>F. Teeth.</p> <p>G. Nose and Throat.</p> <p>H. Eyes.</p> <p>J. Height and Weight.</p>	<p>A. Factors in Individual Differences.</p> <p>B. Differences in Growth Patterns.</p> <p>C. Environmental Influences.</p> <p>D. Growth Changes at Puberty and Adolescence.</p> <p>E. Learning to Meet the Growth Changes of Adolescence.</p>	<p>A. Assuming Responsibility for One's Own Health.</p> <p>B. Being Aware of Deviations in Growth During Adolescence.</p> <p>C. Making the Most of One's Appearance.</p>	<p>A. How Living Forms Reproduce.</p> <p>B. How Heredity Affects Human Life.</p> <p>C. What Science Has Discovered About Growth and Development.</p> <p>D. The Importance of Accepting and Sharing Responsibility in the Home.</p> <p>E. Learning to Adjust to Others.</p>

Grade VII	Grade VIII	Grade IX	Grade X
Understandings			
As an outcome of the work in this unit the student should have acquired the following understandings:			
1. One's appearance effects one's relationship with other people.	1. Each person has an individual growth pattern that is influenced by heredity and certain environmental factors.	1. One is now old enough to assume responsibility for one's own health.	1. The cell is the unit of living matter and possesses many unique properties.
2. One's physique and appearance can be improved by simple care and scientific health practices.	2. During adolescence special adjustments must be made because of the unique growth changes taking place.	2. One should take steps to protect oneself and others from disease. Such steps should be based on an intelligent understanding of the body and how it works.	2. All living forms must have parents and through special sex cells each parent contributes to the inheritance of an offspring.
		3. There are definite laws of inheritance that determine many of our characteristics.	3. There are definite laws of inheritance that determine many of our characteristics.
Skills, Abilities and Habits			
The work in this unit should help the student to develop the following skills, abilities, and habits:			
1. The habit of using the information acquired in this course to improve one's everyday living.	1. The habit of practicing consistently good habits in eating, rest, sleep, exercise, and personal cleanliness.	1. The ability to discuss intelligently the causes of disease and how diseases are spread.	1. The habit of accepting home responsibility and its accompanying discipline.
2. The ability to read books and current health articles intelligently for information pertaining to health and growth.	2. The habit of accepting with equanimity the changes experienced in growth and development.	2. The skill to dress appropriately and to care for one's personal appearance.	2. The habit of seeking information on reproduction and sex relationships from responsible people or authoritative books.
		3. The ability to look after one's own health and to contribute to the welfare of others.	3. The ability to look after one's own health and to contribute to the welfare of others.

Grade VII	Grade VIII	Grade IX	Grade X
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Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Pride in good grooming and graceful, upright carriage.	1. Appreciation of the unequal growth changes influencing appearance and outlook during adolescence.	1. Willingness to become informed about new discoveries that are promoting health and human welfare.	1. Appreciation of the marvelous properties of the cell and the continuing process of life.
2. Responsibility for finding out the scientific reasons for everyday health practices.	2. Sympathy for and understanding of the difficulties others may be experiencing during the adolescent period.	2. Acceptance of the worthwhileness of scientific information and of using this information to protect one's own health and that of others.	2. A desire to make the most of one's inheritance and to contribute to the improvement of home, school, and community life.

Grade VII Men and Women Who Have Contributed to the Promotion of Health	Grade VIII Making the Best Use of Scientific Knowledge	Grade IX Canada's Changing Health Picture	Grade X Canada's Progress in Public Health
<p>A. Health Heroes of Early Civilizations.</p> <p>B. Men of Science in the Renaissance.</p> <p>C. Men Who Helped to Conquer Communicable Diseases.</p> <p>D. The Great Humanitarians.</p> <p>E. The Brilliant Discoveries of Modern Times.</p>	<p>A. New Drugs Are Helping to Conquer Germ Infections</p> <p>B. Self-medication can be Very Harmful</p> <p>C. Modern Medicine Makes Use of Electronic Discoveries</p> <p>D. Understanding Personality Needs is Helping to Promote Health</p>	<p>A. Our Population is Growing Older</p> <p>B. Increased Urbanization</p> <p>C. Decline of Communicable Disease and Increase of Degenerative Diseases</p> <p>D. Increased Government Control in Health Protection</p> <p>E. Improved Standards of Living</p>	<p>A. The Division of Responsibility For Health</p> <p>B. Canada's International Responsibilities in Health</p> <p>C. Federal Efforts to Equalize Health Services in Canada</p> <p>D. Improved Medical Services For Indians and Eskimos</p> <p>E. Rigid Control of the Sale of Narcotics</p> <p>F. The Trend Towards Public Security Measures and Group Insurance</p> <p>G. What Alberta is Doing in Public Health</p>

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit the student should have acquired the following understandings:</p> <p>Understandings</p>			
<ol style="list-style-type: none"> 1. Man's progress towards healthful living began when he looked for natural, rather than supernatural, causes of disease and took steps to discover these causes and to find out how they can be eliminated. 2. Mankind has benefited from the keen minds and the persevering efforts of many men and women from all parts of the world. 	<ol style="list-style-type: none"> 1. Great epidemics have almost disappeared and man is on the way to conquering the major communicable diseases. 2. The human body is an infinitely complex organism that is greatly influenced by physical and emotional factors. 	<ol style="list-style-type: none"> 1. Cultural changes, such as our increasing industrialization, are influencing our health problems. 2. Increased longevity is largely the result of the conquest of communicable diseases; much remains to be learned about the nature of degenerative diseases, such as heart trouble and cancer. 	<ol style="list-style-type: none"> 1. Health progress is more than a national responsibility, and Canada must do her share to assist less fortunate countries. 2. The Federal and Provincial Health Departments make distinct contributions to Canada's health and welfare.
<p>The work in this unit should help the student to develop the following skills, abilities, and habits:</p> <p>Skills, Abilities and Habits</p>			
<ol style="list-style-type: none"> 1. The ability to see the relationship between one discovery and another in progress towards the elimination of disease. 2. The ability to realize the benefit our civilization enjoys because of the great contributions of men of science through the ages. 	<ol style="list-style-type: none"> 1. The habit of accepting for oneself scientifically recognized health practices. 2. The skill required to form discriminating judgments on the values of medical care as against self-treatment, fads, and the use of commercial products of little value. 	<ol style="list-style-type: none"> 1. The skill required to read and interpret tables, graphs, and other statistical data, and to search reference material for pertinent information. 2. The ability to relate cultural changes to specific health problems in Canada. 	<ol style="list-style-type: none"> 1. The skill required to search for pertinent information in references, such as reports, pamphlets and current newspaper articles. 2. The ability to interpret information and to realize the responsibility for health assumed by Federal and Provincial Governments.

The work in this unit should help the student to develop the following attitudes:

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| <p>1. An appreciation of the value of the scientific method in health progress.</p> | <p>1. An appreciation of the complex nature of the human body and the many causes and manifestations of disease.</p> | <p>1. An appreciation of the factors creating Canada's unique health problems and what is being done to overcome them.</p> | <p>1. An awareness that disease can readily spread from one country to another and that all nations must cooperate to improve world health.</p> |
| <p>2. An interest in medical research and its benefits to society.</p> | <p>2. A curiosity about health progress and an interest in current accounts of new discoveries in the field of health.</p> | <p>2. An awareness of the part Canadian citizens must play in promoting health and welfare in Canada.</p> | <p>2. Interest and cooperation in promoting health in Canada and in other countries in the world.</p> |

CHART VII: SCOPE AND SEQUENCE FOR UNIT IV, THE CONQUEST OF COMMUNICABLE DISEASES

Grade VII Protecting Oneself and Others From Disease	Grade VIII Making the Best Use of the Body's Defences	Grade IX What the Home, School and Community Can Do to Pre- vent the Spread of Disease	Grade X The Provincial Health Depart- ment Helps to Prevent the Spread of Infection in Alberta
I. PREVENTION OF COLDS.	A. Disease Differs in its Effects From One Individual to An- other	A. Germ Diseases are Not In- herited	A. The Importance of Records
II. OTHER DISEASES THAT GAIN ENTRANCE THROUGH THE RESPIRATORY TRACT	B. The Body has Special Pro- tective Mechanisms.	B. Caring for Infectious Dis- eases	B. Quarantine Regulations
III. PROTECTION AGAINST SKIN DISEASES	C. The Body Learns to Defend Itself Against Harmful Or- ganisms	C. Schools are Frequently Re- sponsible for Spreading In- fection	C. Free Supplies for Inocula- tions and Vaccinations
	D. Many Factors Influence the Resistance of the Body to Disease	D. Good School Health Services	D. Health Education Services
		E. Public Health Services in the Community	E. Laboratory Services Avail- able
			F. Assistance to Polio Patients
			G. Prevention, Treatment, and Control of Tuberculosis
			H. Program for Treatments and Prevention of Venereal Dis- eases

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit the student should have acquired the following understandings:</p>			
<p>1. Colds can be serious infections and cause much distress and loss of time and money.</p> <p>2. Most of the communicable diseases of childhood can be prevented by individual health practices and public health measures.</p>	<p>Understandings</p>		
	<p>1. The body defends itself against disease germs by a number of protective mechanisms</p> <p>2. An individual can assist the body's defences by simple, scientific health practices.</p>	<p>1. Germ diseases are not inherited but acquired by transmission from infected people or animals.</p> <p>2. Disease germs are transmitted in many ways from person to person and precautions should be taken to prevent their spread.</p>	<p>1. Public health forms an important part of government services providing benefits to all citizens of Alberta.</p> <p>2. Effective control of communicable diseases is dependent upon a central authority and the cooperation of an informed citizenry.</p>
<p>The work in this unit should help the student to develop the following skills, abilities, and habits:</p>			
<p>Skills, Abilities and Habits</p>			
<p>1. The ability to recognize how communicable diseases are acquired and to take precautions to protect oneself and others.</p> <p>2. The skill required to accept scientific information regarding communicable diseases and to use it to advantage in one's daily living.</p>	<p>1. The skill required to form habits that are conducive to protection against infectious diseases.</p> <p>2. The ability to recognize the importance of immunization for specific diseases and to take steps to receive adequate protection.</p>	<p>1. The habit of practicing simple procedures at home and at school that prevent the spread of disease, e.g., use of one's own towel, care in washing dishes and preparing food, catching coughs and sneezes in a handkerchief.</p> <p>2. The habit of assisting local health authorities in promoting sanitation in schools, streets, restaurants, public buildings, etc.</p>	<p>1. The ability to see the importance of public health services in preventing the spread of disease.</p> <p>2. The ability to analyze public health problems in one's own community and to suggest possible solutions.</p>

Grade VII

Grade VIII

Grade IX

Grade X

Attitudes

The work in this unit should help the student to develop the following attitudes:

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| 1. Interest in learning how to keep free from communicable diseases. | 1. Interest in finding out about the various structures that help protect the body against invading organisms. | 1. Concern in doing one's part to prevent the spread of disease. | 1. Appreciation of established public health services and awareness of possible improvements. |
| 2. Appreciation of one's responsibility to protect others from disease. | 2. Appreciation of the immunization procedures that assist the body in defending itself against disease germs. | 2. Interest in community problems in public health and methods for their solution. | 2. Cooperation in obeying public health laws and in taking advantage of services offered. |

Grade VII Living Standards and Values	Grade VIII Living Standards and Values	Grade IX Individual Development	Grade X Personality Building
<p>I. THE INDIVIDUAL</p> <p>A. Individual Assets.</p> <p>B. Appearance Is Important.</p> <p>C. Courtesy.</p> <p>D. Manners Count.</p> <p>E. Individuality.</p> <p>II. GROWING UP</p> <p>A. Belonging to the Crowd.</p> <p>B. Acceptance by Peer Groups.</p> <p>C. The Desire for Independence.</p> <p>D. Controlling Oneself.</p> <p>III. STANDARDS INFLUENCE PERSONALITY DEVELOPMENT</p> <p>A. Behavior in Different Situations.</p> <p>B. Developing Self-confidence.</p> <p>C. Values and Goals.</p> <p>IV. GETTING ALONG WITH OTHERS</p> <p>A. Membership in the Family.</p> <p>B. What Parents Do for Us.</p> <p>C. On Being a Friendly Person.</p> <p>D. Relationships With Others.</p>	<p>I. INTRODUCTION TO PERSONALITY</p> <p>A. All-round Boys and Girls</p> <p>B. Personality and Character</p> <p>C. Social Skills</p> <p>D. Looking Your Best</p> <p>E. Distinctive Features</p> <p>II. GUIDE-POSTS</p> <p>A. Being With the Crowd</p> <p>B. Developing Responsibility</p> <p>C. The Desire to Succeed</p> <p>D. Religious Ideals, Ethical and Moral Values</p> <p>E. Desirable and Undesirable Means of Satisfying Our Needs.</p> <p>III. LIVING STANDARDS AND VALUES</p> <p>A. Co-operation with Others</p> <p>B. Our Behavior Yesterday, Today and Tomorrow</p> <p>C. Ideals at Work.</p>	<p>I. PERSONALITY GROWS</p> <p>A. The Total Personality</p> <p>B. Manners and Conduct as Part of Personality</p> <p>II. INDIVIDUAL NEEDS AND RESPONSIBILITIES</p> <p>A. Personality and Social Needs</p> <p>B. Desirable and Undesirable Ways of Satisfying These Needs</p> <p>C. Personal Attitudes That Lead to Anti-social Behavior and Ways to Combat These.</p> <p>D. The Need for a Sense of Responsibility.</p> <p>E. The Value of Wise Council.</p> <p>III. THE DEVELOPMENT OF CHARACTER</p> <p>A. Know Yourself</p> <p>B. Building Character</p> <p>C. How Religious Beliefs Help People</p>	<p>I. WHAT DOES PERSONALITY REALLY MEAN</p> <p>A. Definition of Personality</p> <p>B. What Kind of Personality do People Admire and Respect?</p> <p>C. Effect of Heredity and Environment on Personality</p> <p>D. The Importance of Personality in Mental Health</p> <p>E. The Importance of Personality in Social Relationships</p> <p>F. The Importance of Personality in Vocational Success</p> <p>G. Steps in the Improvement of Personality</p> <p>II. MOTIVATION</p> <p>A. The Physical Needs of an Individual</p> <p>B. The Social Needs of an Individual</p> <p>C. Understanding, Predicting and Controlling Behavior.</p>

CHART IX: SCOPE AND SEQUENCE FOR UNIT V, PERSONALITY AND CHARACTER

Grade VII Living Standards and Values	Grade VIII Living Standards and Values	Grade IX Individual Development	Grade X Personality Building
	IV. SOCIAL VALUES A. Developing a Spirit of Cooperation in the Family B. Making Friends C. Date Data	D. Character and Reputation E. Character and Personality F. Choice of Goals and Values IV. FRIENDSHIPS AND ATTACHMENTS A. Friendships B. Attitudes That are Wise to Develop C. Do's and Don'ts for Boy-girl Friendships V. BEHAVIOR PATTERNS A. Behavior Changes B. Mental and Physical Hurdles C. Men and Women Who Have Been Successful D. The Part Happiness Plays in Successful Living.	III. CHARACTER A. Standards of Value as a Basis for Motivation B. The Selection of Goals and Ideals C. Making the Most of Our Abilities and Opportunities IV. SOCIAL MATURITY A. What is Social Maturity? B. Improving Your Personal Appearance C. Acquaintances and Friends D. Courtesy as the Basis for Manners. V. PERSONALITY UNDER STRESS A. Emotions Can Help Us or Harm Us B. Control of Emotions C. Conflicts and Their Resolutions D. Complexes

CHART X: SPECIFIC OBJECTIVES FOR UNIT V, PERSONALITY AND CHARACTER

Grade VII	Grade VIII	Grade IX	Grade X
Understandings			
As an outcome of the work in this unit the student should have acquired the following understandings:			
1. Religious beliefs and long-range goals affect one's daily life.	1. Good character is the individual's most important asset.	1. A student can improve his character and personality by individual effort.	1. The continuous process of personality development is influenced by social, physical, emotional, mental and ethical factors
2. Worthwhile values are derived from association with others.	2. Growing up consists of many things—more freedom, more interests, more abilities, and more responsibilities.	2. As the student gets older he can learn new and better ways of expressing his feelings	2. Standards motivate behavior.
	3. Loyalty to one's family and friends is important.		
Skills, Abilities and Habits			
The work in this unit should help the student to develop the following skills, abilities and habits:			
1. The ability to distinguish between acceptable and non-acceptable behavior.	1. The ability to make friends by showing sympathy and understanding and by refraining from undue criticism.	1. The habit of judging his actions in terms of his code of living and religious beliefs	1. The ability to assess and appreciate the worth of the various components of personality
2. The habit of using good manners and showing courtesy at school functions.	2. The ability to distinguish between positive and negative ways of satisfying his personal needs.	2. The habit of extending proper greetings and courtesies to the members of his family and to others with whom he comes in contact.	2. The ability to control his emotions by developing self-discipline

CHART X: SPECIFIC OBJECTIVES FOR UNIT V, PERSONALITY AND CHARACTER

Grade VII	Grade VIII	Grade IX	Grade X
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Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Cooperation by displaying a willingness to consider the rights and feelings of others.	1. Faiths in ideals as expressed by a reverence for something greater than ourselves.	1. Willingness to face up to his personal problems and to work intelligently towards their solution	1. Willingness to appraise his own personality objectively.
2. Willingness to be a cooperative family member.	2. Growing responsibility by accepting his share of duties in the life around him at home, at school, and in the community	2. Responsibility for the selection of worthwhile goals for successful living	2. Willingness to consider how personality can be improved by conscious effort.

Grade VII	Grade VIII	Grade IX	Grade X
<p>I. MY GROUPS</p> <p>A. Committees.</p> <p>B. The Gang.</p> <p>C. Class Organizations.</p> <p>D. Behavior in a Group.</p> <p>II. SOCIAL INSTITUTIONS</p> <p>A. The Home as a Social Institution.</p> <p>B. Organizations.</p> <p>C. The Church as a Social Institution.</p> <p>III. DEMOCRATIC LIVING</p> <p>A. The Community.</p> <p>B. The Democratic School.</p> <p>IV. GROUP THINKING</p> <p>Independent Action in the Group.</p> <p>V. LEISURE TIME ACTIVITIES</p> <p>A. Interests.</p> <p>B. Hobbies.</p> <p>C. Using Our Time.</p>	<p>I. GROUP LIVING</p> <p>A. Group Study Methods</p> <p>B. Contributions to the Group</p> <p>C. Classroom Behavior</p> <p>II. SOCIAL INSTITUTIONS</p> <p>A. The School as a Social Institution</p> <p>B. The Way the School Helps the Student to Adjust to His Environment</p> <p>C. The Cooperation of Home and School</p> <p>III. DEMOCRATIC LIVING</p> <p>A. Contributing to the Community</p> <p>B. Democracy for Boys and Girls in Everyday Living</p> <p>IV. GROUP THINKING</p> <p>A. Group Projects</p> <p>B. Influence on the Group</p> <p>C. Adult Leadership</p>	<p>I. MY GROUPS</p> <p>A. Loyalties and Evaluation of Loyalties</p> <p>B. Attitudes of the Individual in the Group</p> <p>II. LIVING IN OUR SOCIETY</p> <p>A. Citizenship in a Community</p> <p>B. Religion in a Community</p> <p>C. Family Living</p> <p>III. DEMOCRATIC LIVING</p> <p>A. Tolerance</p> <p>B. Sportsmanship</p> <p>C. Research Workers</p> <p>D. Democratic Procedures</p> <p>E. Participation and Responsibilities</p> <p>F. Group Thinking</p> <p>IV. LEISURE TIME ACTIVITIES</p> <p>Group and Individual Activities</p>	<p>I. THE GROUP'S RESPONSIBILITIES TO THE INDIVIDUAL</p> <p>A. The Welfare of Individuals in the Group</p> <p>B. Benefits from Association with The Group</p> <p>C. Recreation and Anti-social Behavior Patterns</p> <p>D. Group Behavior Patterns</p> <p>II. CHARACTERISTICS OF TEEN-AGE GROUPS</p> <p>A. Groups in which the Teen-ager May Belong and Their Place in the Community</p> <p>B. Personality Development from Group Membership</p> <p>C. Improvement of the Gang</p> <p>D. The Individual in the Group</p> <p>III. GROUPS IN OUR COMMUNITY AND NATION</p> <p>A. What Makes a Group?</p> <p>B. The Family Group</p> <p>C. Other Social Groupings</p>

CHART XI: SCOPE AND SEQUENCE FOR UNIT VI, GROUP LIFE

Grade VII	Grade VIII	Grade IX	Grade X
VI. LEADERS AND FOLLOWERS A. Qualities of Leaders in the School B. Characteristics of Followers	V. LEISURE TIME ACTIVITIES A. Group Recreation B. Activities and Juvenile Delinquency VI. LEADERS AND FOLLOWERS A. Competition for Leadership B. Group Planning C. Progress Depends Upon Participation		IV. LEADERS AND FOLLOWERS A. Development of Leaders. B. Being a Leader and a Follower V. THE GROUP AND LEISURE TIME Leisure Time Activities in the Community and at Home

Grade VII

Grade VIII

Grade IX

Grade X

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

- | | | | |
|---|--|---|--|
| 1. The actions of the individual in the group should be governed by worthwhile standards. | 1. Intelligent participation in group activities is important to democratic living | 1. The good citizen possesses desirable personal qualities which influence the groups with which he is associated | 1. His choice of friends may influence his behavior |
| 2. Organized groups provide an opportunity for worthwhile use of leisure time. | 2. School life provides opportunities for learning to work together effectively | 2. The mature individual respects the rights and privileges of others | 2. Leisure time activities should be purposeful and constructive |

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

- | | | | |
|--|---|--|---|
| 1. The ability to distinguish between his responsibility to his groups and to himself. | 1. The ability to be a leader some of the time and a good follower the rest of the time | 1. The habit of using leisure time constructively | 1. The ability to contribute constructively to group activities |
| 2. The habit of helping others. | 2. The habit of doing his part to make his community a pleasant place in which to live | 2. The habit of weighing evidence carefully before reaching a decision | 2. The ability to use leisure time constructively |

Grade VII	Grade VIII	Grade IX	Grade X
<p style="text-align: center;">Attitudes</p> <p style="text-align: center;">The work in this unit should help the student to develop the following attitudes:</p>			
<p>1. Responsibility for his actions as they relate to the welfare of himself, his groups, and society in general.</p>	<p>1. Appreciation of the value of social institutions in the community</p> <p>2. Respect for wholesome adult leadership</p>	<p>1. Cooperation with and respect for all worthy groups in the community</p> <p>2. Respect for the laws, traditions, and property of the community</p>	<p>1. Cooperation with the community in terms of total welfare</p> <p>2. Willingness to act independently of the groups when the occasion demands it</p>

Grade VII

Growth in Height and Weight

- A. Influence of Heredity.
- B. Importance of Well-balanced Diet in Growth.
- C. Importance of Regular Exercise.
- D. Importance of Rest.
- E. A Happy Environment.
- F. The Growth of the Skeleton.
- G. The Growth of the Muscles.

Grade VIII

One's Physical Resources and How to Use Them

- I. HOW THE BODY PREPARES FOOD FOR ITS USE
 - A. Why We Need Food
 - B. What is Digestion?
 - C. The Nature of the Digestive Tract
 - D. Steps in Digestion
 - E. Appendicitis and Its Nature
 - F. Food Poisoning
 - G. Food Fads
- II. THE GREAT DELIVERY SYSTEM OF THE BODY
 - A. Early Ideas About the Work of the Heart and the Importance of Blood
 - B. Harvey's Work Revolutionized the Practice of Medicine
 - C. The Heart as a Pump
 - D. Heart Disease in Young People
 - E. Heart Disease in Older People

Grade IX

How the Body Makes Use of Food: Our Dependence Upon Oxygen

- A. The Influence of Food
- B. What Biochemists Are Discovering
- C. The Meaning of Metabolism
- D. Energy Value of Foods
- E. Influence of Calories on Weight
- F. The Importance of Protective Foods
- G. Dietary Deficiency Diseases
- H. How to Choose a Good Diet
- J. Helping to Select and Prepare Food at Home
- K. Our Dependence Upon Oxygen

Grade X

Man's Marvellous Control System

- A. A Baby's Capacity to Learn is Dependent Upon the Nervous System
- B. Man's Nervous System is Different From That of Animals
- C. Individual Differences
- D. The Meaning of Maturity
- E. The Work of the Nervous System
- F. The Structure of the Nervous System
- G. Reflex Actions and Conditioned Responses
- H. Fatigue and Its Effects
- J. Influence of Anxiety, Worry and Nervous Tension
- K. Mental Diseases
- L. Physical Diseases That Injure the Nervous System

CHART XIII: SCOPE AND SEQUENCE FOR UNIT VII, ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

Grade VII Growth in Height and Weight	Grade VIII One's Physical Resources and How to Use Them	Grade IX How the Body Makes Use of Food: Our Dependence Upon Oxygen	Grade X Man's Marvellous Control System
	F. Our Transportation Lines G. What is in Blood? H. The Nature of Shock J. The Red Cross Blood Trans- fusion Service		

Grade VII	Grade VIII	Grade IX	Grade X
As an outcome of the work in this unit the student should have acquired the following understandings:			
1. Heredity is the chief factor influencing the growth and development of the body but sound health practices contribute to one's inherited endowment.	1. Knowing how the body digests food helps one to develop good eating habits	1. Certain food factors have been proven essential to normal growth and development	1. The body is governed by a highly complicated and very specialized control system which responds to a wide variety of stimuli which arise from within the body and from one's environment
2. Good health practices are based on sound scientific research.	2. One can better protect the heart and help the body to nourish and safeguard the body by understanding the work they do.	2. The life of a cell and the functioning of all organs are dependent upon both food and oxygen	2. Both physical and mental illnesses may arise from disorders in the nervous system.
Skills, Abilities and Habits			
The work in this unit should help the student to develop the following skills, abilities, and habits:			
1. The ability to study with interest and understanding well-selected references giving information on the topics outlined.	1. The ability to see the relationship between good health practices and the structure and work of the digestive and circulatory systems	1. The ability to select food that will provide the necessary essentials for health and growth	1. The ability to realize the effect of physical illness and emotional upsets on the nervous system and to take precautions to prevent illness and emotional tensions
2. The habit of selecting healthful activities based on information gained from a study of growth, especially of the bones and muscles.	2. The habit of practicing healthful living based on the information gained from a study of circulation and digestion	2. The ability to realize the importance of oxygen to the body and to develop habits that are conducive to the health of the respiratory system	2. The ability to analyze one's habits of living in order to discover ways of safeguarding the health of the nervous system.

CHART XIV: SPECIFIC OBJECTIVES FOR UNIT VII, ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

Grade VII	Grade VIII	Grade IX	Grade X
<p>The work in this unit should help the student to develop the following attitudes:</p> <p style="text-align: center;">Attitudes</p>			
<ol style="list-style-type: none"> 1. Acceptance of one's inherited growth potentialities and interest in making the most of this inheritance. 2. Appreciation of what scientific research has proven to be important in developing strong bones and well-formed muscles. 	<ol style="list-style-type: none"> 1. Awareness that studying digestion and circulation is of value in promoting one's personal health 2. Interest in the various types of research that have revealed the intricate processes of digestion and circulation 	<ol style="list-style-type: none"> 1. Interest in and appreciation of the very complicated research on which the science of nutrition is based 2. Appreciation of the efforts made by health authorities to improve the diets of Canadians through education 	<ol style="list-style-type: none"> 1. Appreciation that individual differences arise from wide differences in the functioning of one person's nervous system and another's. 2. Willingness to accept the fact that the care of the nervous system is worthwhile and involves one's whole way of life.

Grade VII Contributing to Safety in the Home		Grade VIII Making the School a Safe Place in Which to Live and Work	Grade IX Learning How to Make Our Highways Safe	Grade X Safety in Canada: Cutting the Accident Toll and Meeting the Problems of Civil Defence
A. Falls. B. Fire. C. Poisons. D. Cuts and Wounds. E. Asphyxia.		A. Why Accidents Happen at School B. Special Hazards in Various Rooms C. Fire Drill D. Drowning E. First Aid F. Why Accidents Occur Going to and From School	A. Safety for Pedestrians B. Dangers Created by, and Dangers to Cyclists C. One's Responsibility to Become a Safe Driver D. Common Causes of Accidents	I. PROTECTION IN PUBLIC TRANSPORTATION II. PROTECTION IN RECREATION III. SAFETY IN INDUSTRY IV. DOING ONE'S SHARE IN CIVIL DEFENCE

CHART XVI: SPECIFIC OBJECTIVES FOR UNIT VIII, PREVENTING ACCIDENTS AND MEETING EMERGENCIES

Grade VII	Grade VIII	Grade IX	Grade X
<p style="text-align: center;">Understandings</p> <p>As an outcome of the work in this unit the student should have acquired the following understandings:</p>			
<ol style="list-style-type: none"> 1. Knowledge and application of safety measures is essential. 2. The majority of accidents in the home can be prevented if care is exercised. 	<ol style="list-style-type: none"> 1. Safety at school depends to an extent upon the co-operation of everyone connected with the school 2. Everyone should know something of first-aid measures to be taken when accidents occur 	<ol style="list-style-type: none"> 1. Each person has responsibility for learning how to prevent accidents 2. The waste resulting from accidents can be lessened by the application of knowledge and common sense 	<ol style="list-style-type: none"> 1. The accident picture for Canada as a whole can be improved by individual co-operation 2. Every citizen has an interest in the prevention of national disasters
<p style="text-align: center;">Skills, Abilities and Habits</p> <p>The work in this unit should help the student to develop the following skills, abilities, and habits:</p>			
<ol style="list-style-type: none"> 1. The habit of safeguarding others as well as himself in the home. 2. The skill required to practice first-aid measures when the occasion demands them. 	<ol style="list-style-type: none"> 1. The habit of following safety rules and practices at school 2. The skill required to practice first-aid measures when the occasion demands them 	<ol style="list-style-type: none"> 1. The habit of applying safety rules on the streets and highways 2. The habit of using self-control to assist in the prevention of accidents in recreation, transportation and the community generally 	<ol style="list-style-type: none"> 1. The habit of acting in a manner that will contribute to general safety 2. The habit of using self-control to assist in the prevention of accidents in recreation, transportation and the community generally

Grade VII	Grade VIII	Grade IX	Grade X
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Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Awareness of his share in the prevention of home accidents.	1. Willingness to assume some responsibility for the safety of others as well as himself	1. Responsibility for doing his share in the prevention of accidents	1. Concern for the results of accidents in recreation, transportation and industry
2. Awareness that knowledge of first-aid practices may prove vital in emergencies.	2. Appreciation that the application of safety principles will assist in making the community a safer place in which to live	2. Willingness to share in the maintenance of public safety	

CHART XVII: SCOPE AND SEQUENCE FOR UNIT IX, CAREER PLANNING

Grade VII Cornerstones of Success	Grade VIII Job Understanding	Grade IX Education and the World of Work	Grade X Selecting a Vocation
<p>A. Biographies of Famous Men and Women.</p> <p>B. Thrift Habits: Income, Expenses and Saving: Gifts Clothing Hobbies</p> <p>C. Doing the Job: Habits Courtesy and the Part-time Job.</p>	<p>A. Work In The Community Survey of local jobs Satisfaction in work</p> <p>B. Learning From Work The school provides job training Part-time jobs</p>	<p>I. PLANNING A. Fields of Occupations B. The Importance of Unskilled Labor</p> <p>II. JOB OPPORTUNITIES A. Major Industries in Alberta B. Supply and Demand in Jobs C. Opportunities for the Physically Handicapped</p> <p>III. FACTORS IN SUCCESS A. The Qualities Apparent in Successful People B. Personal Qualifications C. Success in School Work</p> <p>IV. TRAINING REQUIRED A. Part-time Work B. Standardized Tests and Interest Tests C. Aptitudes for Various Jobs</p>	<p>I. PLAN OF ATTACK A. General Points to Consider in Career Selection B. High School Education is an Asset C. Reasons People Select the Wrong Jobs</p> <p>II. THE IMPORTANCE OF INTERESTS IN CHOOSING A VOCATION A. Interests B. The Interest Inventory</p> <p>III. APTITUDES AND THEIR RELATIONSHIP TO VOCATIONAL CHOICE A. Personal Qualities Common to All Employees B. Failure in School and Success in Business C. Importance of Personality Factors</p>

Grade VII Cornerstones of Success	Grade VIII Job Understanding	Grade IX Education and the World at Work	Grade X Selecting a Vocation
		<p>V. DIGNITY OF LABOR</p> <p>A. All Work Demands Respect</p> <p>B. Collective Bargaining</p> <p>VI. APPLYING FOR A JOB</p> <p>Appearances, References and The Techniques of an Interview</p> <p>VII. ASSISTANCE IN GETTING A JOB</p> <p>National Employment Service, The Want Ad, and Adult Assistance</p> <p>VIII. PROGRESS ON THE JOB</p> <p>A. Ways to Increase Knowledge and Understanding</p> <p>B. Factors in Promotion</p> <p>C. Team Performances</p> <p>D. Reasons for Discharge</p>	<p>V. JOB FAMILIES AND JOB OPPORTUNITIES</p> <p>A. Career Nights</p> <p>B. Job Families and Terms Used to Describe Them</p> <p>C. Reasons for Rapid Turnover</p> <p>D. Factors That Affect Supply and Demand</p> <p>E. Survey of Local Job Prospects</p> <p>VI. MAKING THE MOST OF OPPORTUNITIES TO SECURE EMPLOYMENT</p> <p>A. Reasons for Selecting Certain Jobs</p> <p>B. Information About Jobs</p> <p>VII. EFFECTIVE PROCEDURES IN APPLYING FOR A JOB</p> <p>A. Letter of Application</p> <p>B. The Interview</p> <p>C. References</p> <p>VIII. MAKING GOOD ON THE JOB</p> <p>A. Reasons for Success</p> <p>B. School Habits That Help</p>

Grade VII	Grade VIII	Grade IX	Grade X
Understandings			
As an outcome of the work in this unit the student should have acquired the following understandings:			
1. The examination of careers of successful men and women can assist in the selection of worthwhile goals.	1. Employment in the part-time job requires knowledge and application of good work habits	1. Knowledge of the job world, particularly in Alberta is important in long-range vocational planning	1. High school education is generally an asset
2. The building of good work habits is important in daily living.	2. The characteristics of different jobs in the community vary greatly	2. Adequate preparation and planning is helpful in career selection	2. Choosing a vocation requires special planning and preparation
Skills, Abilities and Habits			
The work in this unit should help the student to develop the following skills, abilities, and habits:			
1. The habit of doing any job well.	1. The habit of doing part-time jobs thoroughly	1. The ability to evaluate himself in terms of his ultimate career choice	1. The ability to assess the special requirements of different vocations
			2. The ability to recognize and apply the qualities that make for success in a job
Attitudes			
The work in this unit should help the student to develop the following attitudes:			
1. Respect for the contributions that others have made to the world in which he lives.	1. Willingness to acquire sound work habits	1. Responsibility for sound vocational planning	1. Critical inquiry respecting information about future job opportunities
2. Appreciation for the proper use of money.	2. Respect for a job well done	2. Willingness to contribute his best in any job situation	2. Willingness to develop insofar as possible the personal characteristics that will help him do a better job

IV. REFERENCE LISTS

PRIMARY REFERENCES

Grade VII

1. *For Healthful Living*, Jones, Morgan and Landis (Health Reference)
2. *You're Growing Up*, Shacter, Jenkins and Bauer, or *About Growing Up*, National Forum Inc.

Grade VIII

1. *Good Health For Better Living*, Jones, Morgan and Landis (Health Reference)
2. *Into Your Teens*, Shacter, Jenkins and Bauer, or *Being Teen-Agers*, National Forum Inc.

Grade IX

Study Your Way Through School, Gerken
4-Square Planning for Your Career, Hamrin
Personality and School, Bliss (1952-53 edn)
Health Through Science, Charters, Smiley and Strang (revised by Rae Chittick, 1952-53)

Grade X

1. *Health for You*, Crisp
2. *Personal Problems*, Geisel
3. *How to Study*, Kornhauser

SECONDARY REFERENCES

- A. Life Adjustment Booklets** (Arranged by Units for Grades VII to X) These booklets are relatively inexpensive, and may be obtained from the School Book Branch, Edmonton. Additional titles in this series will appear from month to month and may be obtained from the School Book Branch or by writing directly to the Canadian representatives, W. J. Gage and Co., Toronto.

Unit I

Grades VII, VIII, IX and X

"How to Write Better", Flesch; "Streamline Your Reading", Witty

Grades IX and X

"High School Handbook", Bennett; "What Good is High School", Lindquist; "Why Stay in School", Taylor

Unit V

Grades VII, VIII, IX and X

"Money and You", Lasser; "Where Are Your Manners", Hertz; "Understanding Yourself", Menninger; "Enjoying Leisure Time", Menninger

Grades IX and X

"How to Solve Your Problems", Seashore and Van Dusen; "What Are Your Problems", Remmers and Hackett; "What is Honesty?" Clark; "Your Behavior Problems", English and Foster; "How to be a Better Speaker", Sondel; "Growing up Socially", Weitzman; "Getting Along With Others," Shacter

Unit VI

Grades VII, VIII, IX and X

"Getting Along With Brothers and Sisters", Ullman

Grades IX and X

"How to Live With Parents", Jenkins; "Your Club Handbook", McDowell

Grade X

"Facts About Juvenile Delinquency", Strang

Unit VII

Grades VII, VIII, IX and X

"You and Your Health", Gallagher

Unit IX

Grades VIII, IX and X

"Baby-sitters' Handbook", Flander

Grades IX and X

"How to Get the Job", Dresse; "School Subjects and Jobs", Schloerb;; "What Employers Want", Worthy; "Your Personality and Your Job", Chapman; "Choosing Your Career", Humphreys;; "Discovering Your Real Interests", Kuder and Paulson; "Our World of Work", Wolfbein and Goldstein

B. Other Secondary References

Grade VII

1. *First Aid to the Injured* (1951 edn), St. John Ambulance Association
2. *Heroes of Civilization*, Cattler and Jaffee
3. *Leaders in Other Lands*, Eaton, Chase and Nevin

4. Free pamphlets, Department of Health, Government of Alberta, Edmonton
 "Respiratory Diseases"; "About Rheumatic Fever"; "Rheumatism"; "Common Childhood Diseases"; "Disinfection"; "Quarantine Regulations" (Chart); "What You Should Know About Tuberculosis"; "Poliomyelitis".
5. Free pamphlets and leaflets, Nutritionist, Department of Health, Government of Alberta.
 "Canada's Food Rules"; "Score Sheet for Each Day's Meals"; "How Well Fed Are You"; "Eat Right, Score High"; "Growing".

Grade VIII

First Aid to the Injured (1951 edn), St. John Ambulance Association

Grade IX

1. *First Aid to the Injured* (1951 edn), St. John Ambulance Association
2. *One Hundred Guidance Lessons*, Endicott
3. *A Boy Grows Up*, McKown
4. *High School Life*, National Forum Inc.
5. *Planning Your Life for School and Society*, Eastburn, Kelly and Falk
6. *Living Your Life*, Crawford, Cooley and Trillingham
7. Free pamphlets and posters from the Alberta Motor Association, Edmonton and Calgary

See also secondary references for Grades VII and VIII, particularly the list of pamphlets available from the Department of Health.

Grade X

1. *First Aid to the Injured*, (1951 Edn), St. John Ambulance Association
2. *Careers for Canadian Women*, Carriere
3. *Manners Made Easy*, Beery
4. *Discovering Myself*, National Forum Inc.
5. *Your High School Days*, Detjen and Detjen
6. *Plans for Your Future*, Detjen and Detjen
7. *How to Get and Hold the Job You Want*, Larison
8. *Living and Planning Your Life*, Newsom, Douglas and Dotson
9. *Understanding Yourself and Your Society*, Ewing

10. *This Way Please*, Boykin
11. *Health Reference Book*, Health and Welfare Division, Department of Trade and Commerce, Ottawa
12. Free pamphlets from the Department of Health, Edmonton
 "Canada's Health and Welfare Program"; "Pure Food—Safe Drugs"; "The Health Grants and the Joneses"; "Your Health Services"; "Your Health Unit"; "Venereal Disease—What You Should Know"; "Rural Waters", (pollution, simple home filters).

TEACHERS' REFERENCES

Basic:

1. *Psychology for Living*, Sorenson and Malm
2. *Health Observation of School Children*, Wheatley and Hallock

Additional

1. *Introductory Psychology*, Averill (an alternate with *Psychology for Living*)
2. *First Aid Manual*, Canadian Red Cross Society, Calgary
3. *The Story of Blood* (free), Canadian Red Cross Society, Calgary

GENERAL REFERENCES

Pamphlets, Papers and Publications

These are not stocked by the School Book Branch but must be obtained from the addresses listed below.

1. "Within Our Borders", (free), Department of Economic Affairs
2. "Your Health Services", (free), Alberta Department of Health
3. "Health and Welfare", Department of National Health and Welfare, Ottawa, (free)
4. Department of Health Publications, (free), Edmonton
5. "Alberta At A Glance", (free), Department of Economic Affairs
6. *Canada Year Book*, Dominion Bureau of Statistics, Ottawa
7. "Fire Prevention Education, Teachers' Manual, 1950", Dominion Fire Prevention Association
8. Health Bulletins, (free), Metropolitan Life Insurance Co., Toronto, Ontario

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9. Pamphlets (free), Guidance Branch Department of Education, Edmonton:
 - "Questions and Answers on Smoking"
 - "Occupational Trends and Employment Opportunities"
 - "Alberta Occupation Series"
 - "How to Study an Occupation"
 - "How to Build an Occupational Information Library"
 - "The Personal Interview"
 - "The Film in Group Discussion"
 - "Hints to Interviewers"
 - "Free and Low-Priced Material in the Vocational Guidance Field"
 - "Outline of Degree Courses Offered by Canadian Universities"
 - "Supplement to Outline of Degree Courses"
 - "Non-degree Courses Available in Canadian Universities and Special Schools."
 10. Publications on health, physical education and recreation (free) published by Physical Fitness Division, Department of National Health and Welfare, 1315 16 Avenue N.W., Calgary
 11. Safety Material, Workmen's Compensation Board, Provincial Building, Edmonton
 12. *Apprenticeship Act* (free), Director of Apprenticeship, Alberta Jasper Building, Edmonton
 13. Publications (free), Alberta Safety Council, 9656 Jasper Avenue, Edmonton
 14. Junior Red Cross publications (free), Canadian Junior Red Cross, 1504 1st Street East, Calgary
 15. Alberta Motor Association pamphlets (free), 9905 101A Avenue, Edmonton
 16. Pamphlets and posters (free), Alberta Tuberculosis Association, Calgary
 17. Snellen Eye Chart (free), Canadian National Institute for the Blind, Calgary and Edmonton



UNITS FOR GRADE VII

GRADE VII—UNIT I—EDUCATIONAL NEEDS

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE VII

This unit should help the student to adjust himself to the changes his school situation may have undergone.

In Grade VII some emphasis is given to problems arising from the transition of the student from elementary school to junior high school. To the end of Grade VI his school program has been largely of the activity type and he is now brought into contact with more formal subject-matter instruction. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. Also the student is often unfamiliar with study assignments. Discussion of study habits and skills may serve the purpose of getting him off to a good start so that he can develop sound methods of study. Even though many students will continue under a one-teacher arrangement and often with more than one grade in the same room, they will be expected to do a good deal of research in connection with assignments and will be called upon to prepare and present reports.

Students in Grade VII can benefit by participating in the activities sponsored by the Students' Union. Often the student will become a member of a Junior High School Students' Union. In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student-sponsored activities. The student should be aware of the part he can play in developing school spirit.

GRADE VIII

The courses in Grade VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and the maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teacher is doing. *The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

* See Junior High School Curriculum Guide for Literature, and Reading for Meaning

During the second year of his junior high school life the student can be expected to take a more active part in the extra-curricular program by serving on committees and by assuming more responsibility for school activities generally.

GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems very appropriate. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable. The direction of skills should be toward self-improvement and further development of specific skills. The Grade IX student should assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school, especially in setting an example for the younger students.

GRADE X

This unit should attempt to make more purposeful the study methods required at this grade level. At the same time the student should be brought to see that a well planned school program will provide opportunity for the development of extra-curricular interests. He should be encouraged to appreciate the fact that further education and training will enable him to meet competition which he may face in his future life. The student should acquire some insight into clear thinking by studying motivation and emotions as they effect learning.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should acquire the following understandings:

1. Careful planning and hard work are important factors for success in school.
2. Good school morale largely depends upon the worthwhile participation and cooperation of all students in school activities.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to plan a schedule that provides the most benefit from the time available.

2. The habit of obeying school rules and regulations.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to participate in school activities.
2. Responsibility in doing day-by-day assignments.

REFERENCES

<i>About Growing Up</i>	Chapters 1, 4, 5, 7, 9, 11, 12, 13, 18, 19, 20
<i>You're Growing Up</i>	Pages 144-146, 151, 152-154, 220-224

NOTE:

In addition to the usual evaluation devices and methods (which will be used in this course as in other courses) sections will be generally concluded by one or more suggestions as to possible evaluation of the material.

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

OUTLINE OF UNIT I

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

- A. How Our School is Organized
- B. Meeting the Teachers
- C. Welcoming New Pupils
- D. The Safety Patrol
- E. Rules and Regulations

SECTION II—STUDENT ACTIVITIES

- A. Extra-curricular Activities in Our School
- B. School Spirit
- C. How the Student Benefits From School Activities

SECTION III—STUDY HABITS

- A. Habits
- B. Budgeting Time
- C. How to Study Efficiently
- D. Conditions for Good Study
- E. Study in Individual Subjects
- F. How to Develop Interest and Self-motivation

GRADE VII — UNIT I — SCHOOL LIFE

(Suggested Time Allotment 2-4 Weeks)

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

Content	Teaching Procedures and Suggested Activities
A. How Our School is Organized	1. Discuss the significant changes in the present school organization from that of the elementary grades.
Reference <i>About Growing Up</i>	2. Appoint a committee to investigate the school program for junior high school and to report to the class on its findings.
Ch. I—"What's New?"	3. Prepare a listing of the services that the school provides.
Ch. II—"School Service."	Arrange for a social gathering at which students and teachers meet informally. A hike or a picnic for the Grade VII students and their teachers might be selected.
B. Meeting the Teachers	
C. Welcoming New Pupils	Arrange to have each new pupil introduced to the class. Brief biographies might be prepared by each sponsor.
D. Safety Patrol	1. After discussing the organization and functioning of the Safety Patrol, ask the students to prepare safety posters to emphasize the need for personal safety.
Reference: <i>You're Growing Up</i> .	2. Invite a traffic officer, if available, to talk to the class.
Pp. 220-224 "Something Ought to be Done."	3. Formulate a publicity campaign for the patrol and its rules. (See Unit VIII, Grades VIII and IX.)
E. Rules and Regulations	1. Discuss the statement, "Most rules are common sense made definite."
	2. Provide a question box for queries regarding rules. (The question box is a good feature to use for various topics during the year.)
	3. Organize a panel to discuss specific rules and regulations. These will vary in each school. Some of the things that might be discussed are:
	(a) Procedure after being absent.
	(b) Loitering in the halls.

Content	Teaching Procedures and Suggested Activities
	<ul style="list-style-type: none"> (c) Entering the school after school hours. (d) Traffic rules on and off the school grounds. (e) Assembly procedure. (f) The purpose of the bulletin board and classroom regulations.
	4. Draw up a behavior code for classrooms and corridors.

Evaluation Devices

1. Summarize by a question period possible ways of overcoming orientation difficulties that students may be experiencing.
2. Prepare a "spelling match" type of quiz on school rules and regulations.

SECTION II—STUDY HABITS

Content	Teaching Procedures and Suggested Activities
<p>A. Extra-curricular Activities In Our School</p> <p>Reference: <i>About Growing Up</i></p> <p>Ch. 7—"It's Not All Book Work"</p> <p>Ch. 13—"The Meeting Will Come to Order"</p> <p>Note:—This may be correlated with Unit IV, Section I, Topic D</p>	<ol style="list-style-type: none"> 1. Appoint a committee to investigate the organization and aims of the Students' Union. 2. Ask a member of the Students' Union to give a brief report of activities which are sponsored by the school. 3. Consider with the class the responsibilities and requirements of membership in the Students' Union. 4. Assign to a special committee the task of preparing an outline of the reasons for, and advantages of, extra-school activities; e.g., festivals, and track meets. 5. Have the class learn the school songs and yells and attempt to develop new ones.
B. School Spirit	<ol style="list-style-type: none"> 1. Have the class elect a committee to investigate the past history of the school. The members might list the achievements of local graduates.

Content	Teaching Procedures and Suggested Activities
<p>References:</p> <p><i>About Growing Up</i></p> <p>Ch. 9—"Being a Good Sport"</p> <p>Ch. 12—"It Belongs to All of Us"</p> <p>Ch. 18—"Clicking With The Public,"</p> <p><i>You're Growing Up</i></p> <p>p. 151—"No Fair!"</p> <p>pp. 152-154—"Getting Along with Your Teachers"</p>	<ol style="list-style-type: none"> Form a committee to report on school traditions. They might investigate customs, school colors, and school cheers. Discuss, "How we can be goodwill ambassadors in the community." Provide for a panel of students to discuss the relationship of student actions to the attitude of the community towards the school. Discuss with the class the topic, "What can be done by each student to develop school spirit?" As well as discussing participation in the various activities, the students might consider whether any of the following have a relationship to good school spirit: keeping the school clean, care of school property and cooperation with the school administration. (See Unit VIII, Grade VIII and Unit IV, Grade IX.) Appoint a committee of boys to consider the relationship of winning games to school morale or school spirit.
C. How the Student Benefits from Activities	<ol style="list-style-type: none"> Organize a panel to discuss the topic, "What Student Union membership does for pupils." Ask the class to determine as far as possible the effects which extra-curricular activities can and do have on the development of character and personality in the individual.

Evaluation Devices

For review purposes assign a paragraph on the topic, "How extra-curricular activities affect and develop the individual."

SECTION III—PLANNING YOUR FUTURE

Content	Teaching Procedures and Suggested Activities
A. Habits	<ol style="list-style-type: none"> Discuss with the class the topic, "Man is a creature of habit." The extent to which habits affect us may be pointed out.

Content	Teaching Procedures and Suggested Activities
<p>B. Budgeting Time</p> <p>References:</p> <p><i>About Growing Up</i> Ch. 4—"Around the Clock" Ch. 19—"Comic Books" Ch. 20—"Movies and Radio"</p> <p><i>You're Growing Up</i> Pp. 144-146—"Managing Your Time"</p>	<ol style="list-style-type: none"> 1. Plan with the class an outline of study time. 2. Discuss why a time-budget is important. 3. Appoint a committee to prepare a questionnaire concerning the amount of time spent each week reading comic books and listening to the radio. After each pupil in the class has filled in the questionnaire, ask the committee members to compile the results and report to the class. <p>The results should be discussed in relation to the budgeting of time. The pupils should not be asked to sign their names before handing in the questionnaire.</p>
<p>C. How to Study Efficiently</p> <p>Reference: <i>About Growing Up</i> Ch. 5—"Study Tips."</p>	<p>Divide the class into committees to make a study check list. After discussing the reports from each committee have the class combine the good points from each check list. Each student should make a copy of this final list and be asked to examine it at intervals during the year.</p>
<p>D. Conditions for Good Study</p>	<p>Arrange an open forum to discuss conditions for good study. A check list might be made.</p>
<p>E. Study in Individual Subjects</p>	<ol style="list-style-type: none"> 1. Apply the techniques of efficient study to various subjects. The teacher could point out methods to make study in the various subjects more interesting. Experimentation with various techniques by the class should prove beneficial. 2. Give the class experience in preparing a short test relating to material in some school subject.
<p>F. How to Develop Interest</p>	<ol style="list-style-type: none"> 1. "Work as well as play can be interesting." A discussion on this topic could show how work can gain in interest value.

Content	Teaching Procedures and Suggested Activities
	<p>2 Ask committees to report on the following topics:</p> <p>(a) Why should I learn to depend on myself?</p> <p>(b) Why should I try to better my record?</p> <p>(c) What pleasure do I receive from doing a job well?</p> <p>(d) What is my procedure on assignments?</p> <p>(e) Will good study habits make my work more interesting?</p>

Evaluation Devices:

1. Ask each member of the class to prepare an individual time budget sheet. This should be filed in the students' notebook. At the end of two months another sheet should be prepared and significant changes noted.
2. Assign for review purposes a written paragraph on the topic. "How to Study Efficiently."

NOTE:—See Note "Re Cycling" in the Grade VIII course, Unit I, Section IV, "The School Program".

GRADE VII — UNIT II — PERSONAL HEALTH INVENTORY

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE VII

In Grade VII the discussions are focussed on improving one's physical efficiency and appearance by setting up standards, such as those for good posture, vision, hearing and dental health, and learning to measure oneself against these standards. Health practices that will help one meet these standards are stressed.

GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature

produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and those changes in emotions and attitudes that accompany the physical changes.

GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease, recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful optimistic outlook towards life.

GRADE X

In Grade X the emphasis is shifted from personal health to learning how new life begins and develops. This phase of the unit emphasizes growth through an understanding of the marvellous properties of the cell, the mechanism of inheritance, the importance of parents, and the value of family life.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. One's appearance affects one's relationships with other people.
2. One's physique and appearance can be improved by simple care and scientific health practices.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of using the information acquired in this course to improve one's everyday living.
2. The ability to read books and current health articles intelligently for information pertaining to health and growth.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Pride in good grooming and graceful, upright carriage.
2. Responsibility for finding out the scientific reasons for everyday health practices.

REFERENCES

For Healthful Living, Chapter V.

You're Growing Up, Pp. 119-126, 129-130, 136, 137, 170, 184-186, 187-188, 189-191, 195-199.

OUTLINE OF UNIT II

A. Personal Appearance.

B. Posture and Feet.

Effect of posture on health and well-being.

Effect of posture on appearance of clothes.

Effect of posture on the impression you make on others.

Causes of poor posture.

Check each other's posture.

C. Skin.

A good complexion.

Special problems in skin care.

Skin diseases.

D. Hair and Nails.

Relation between hair appearance and general health.

Special hair problems.

Appearance of healthy, well-cared for fingernails.

E. Hearing.

Defective hearing.

Causes of defective hearing.

F. Teeth.

Teeth and appearance.

Causes of tooth decay.

G. Nose and Throat.

H. Eyes.

Some common eye defects.

Symptoms of eyestrain.

Eye infections.

J. Height and Weight.

GRADE VII — UNIT II — PERSONAL HEALTH INVENTORY
(Suggested time allotment—3 weeks)

Content	Teaching Procedures and Suggested Activities
A. Personal Appearance	List with the class the factors which constitute a pleasing appearance.
B. Posture and Feet	1. Discuss the importance of good posture.
Effect of good posture on health and well-being	2. Appoint a committee to investigate the effect of poor posture on the efficiency of muscles; on the skeleton; on internal organs.
Effect of posture on appearance of clothes	3. Demonstrate with the assistance of students the effects of poor posture and good posture on the appearance of clothes.
Effect of posture on the impression you make on others	4. Discuss the impression of alertness, intelligence and self-confidence created by good posture.
Causes of poor posture Check on each other's posture	5. Have a panel discussion the effects on posture of the following; fatigue, rapid growth, general health, carelessness, improper desks and chairs, disease, lack of self-confidence.
	6. Use a long mirror to get front and side views and examine your posture for the following defects; forward head, round shoulders, prominent abdomen, hollow in the lower back, one shoulder higher than other, one hip higher than other, knock knees, bow legs, toeing out, pronated ankles, fallen arches.
	7. In groups of two or three check for good posture using the plumb-line.
	(a) Practice lifting weights from the floor correctly.
	(b) Practice walking up and down steps.
	8. Examine own shoes to find out whether they are large enough; if they have a straight inside last and moderately low heel.
	9. Discuss the effects of ill-fitting shoes, high heels, moccasin type shoe, stockings too short.

Content	Teaching Procedures and Suggested Activities
C. Skin	10. Plan a set of exercises to correct postural defects.
A good complexion	1. Have each pupil write a paragraph on his opinion of what constitutes a healthy, attractive skin.
Special problems in skin care	2. Have individual pupils prepare very brief reports on the effect on the skin of (1) proper food; (2) sleep; (3) cleanliness; (4) exercise in the fresh air; (5) exposure to sunshine; (6) proper elimination.
Skin diseases	3. Have the class do some research and report on the causes and proper treatment of pimples, blackheads, acne, boils, moles, warts.
	4. Read to discover the causes, symptoms, and prevention of; impetigo, ringworm, scabies. Stress the importance of using individual toilet articles.
D. Hair and Nails	1. Have a panel of girls discuss proper methods of caring for the hair; cleanliness, brushing, arrangement, permanents.
Relation between hair appearance and general health	2. Discuss causes of dandruff, excessive oiliness, falling hair. Develop a critical attitude towards tonics and other preparations for the hair and scalp.
Special hair problems	3. Demonstrate the proper method of filing the nails, pushing back the cuticle, care of hangnails. Stress cleanliness.
Appearance of healthy, well-cared for fingernails	
E. Hearing	1. Test each other's hearing by use of whisper test, watch test, or audiometer where available.
Defective hearing	2. Have a committee report on the causes of defective hearing. Explain by means of a diagram how the ear becomes infected or injured.
Causes of defective hearing	1. Discuss the effect of discolored, decayed or uneven teeth on the appearance.
F. Teeth	2. Examine the teeth with a mirror in a good light for defects such as discoloration, coating of tartar, evidence of malocclusion.
Teeth and appearance Causes of tooth decay	

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. Read for causes of tooth decay—improper cleansing, poor diet, too large a percentage of carbohydrates in the diet. Stress the harmful effects of carbonated drinks. 4. Demonstrate the proper method of cleansing the teeth, and the importance of brushing teeth immediately after a meal. 5. Discuss the qualities of a good toothbrush and good dentifrices. 6. Develop a critical attitude towards advertisements for dentifrices by discussing some of the advertisements appearing in magazines.
G. Nose and Throat	<ol style="list-style-type: none"> 1. Look for signs of mouth-breathing. Make a diagram to show the position of the tonsils and adenoids. Explain their use. Discuss the harmful effect of diseased tonsils and adenoids. 2. Discuss ways of preventing colds.
H. Eyes Some common eye defects and their correction Symptoms of eyestrain Eye infection	<ol style="list-style-type: none"> 1. Test each other's eyes with a Snellen-Eye Test Chart. 2. Check the class generally for symptoms of eyestrain; squinting, blinking, inflammation, watery eyes, holding book too close when reading. 3. Discuss symptoms, cause, treatment, and prevention of the spread of pink eye, styes, trachoma.
J. Height and Weight	<p>Begin a growth record. Use a chart that shows channels of growth. (The charts may be obtained free from Dodd, Mead and Co., Evansville, Illinois.)</p>

GRADE VII—UNIT III—MEN AND WOMEN WHO HAVE CONTRIBUTED TO THE PROMOTION OF HEALTH

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilizations and traces the progress made

through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE VII

In Grade VII the student learns about the beginnings of medical science and discovers the difficulties experienced by leaders in science in overcoming superstition and prejudice. The teacher may find that there is not enough time to discuss the work of all the health heroes mentioned, but the contributions of a sufficient number should be covered to develop an appreciation of what we owe to these great scientists and humanitarians.

GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that are promoting health and overcoming disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life, and that although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

GRADE X

Unit III in Grade X discusses the benefits the people of Canada enjoy through health services provided by the Federal and Provincial Governments. Pupils should be led to see that health is much more than an individual matter and that the well-being of a nation is dependent upon the cooperative effort of all its citizens in promoting national and world health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Man's progress toward healthful living began when he looked for natural, rather than supernatural, causes of disease and took steps to discover these causes and to find out how they can be eliminated.
2. Mankind has benefited from the keen minds and the persevering efforts of many men and women from all parts of the world.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to see the relationship between one discovery and another in progress towards the elimination of disease.
2. The ability to realize the benefits our civilization enjoys because of the great contributions of men of science through the ages.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the value of the scientific method in health progress.
2. An interest in medical research and its benefits to society.

REFERENCES

Good Health for Better Living: Jones Morgan and Landis (Grade VIII text).

Good Health: Phair and Speirs, contains excellent material for this unit.

"*Health Through the Ages*", pamphlet, Health Education Division, Department of Health, Edmonton.

OUTLINE OF UNIT III

- A. Health Heroes of Early Civilizations.
- B. Men of Science in the Renaissance.
- C. Men Who Helped to Conquer Communicable Diseases.
- D. The Great Humanitarians.
- E. The Brilliant Discoveries of Modern Times.

GRADE VII—UNIT III—MEN AND WOMEN WHO HAVE CONTRIBUTED TO THE PROMOTION OF HEALTH (Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. Health Heroes of Early Civilizations.	1. Make a time chart of the men and women who are mentioned in this section and show on it their chief contribution to the progress of health.

Content	Teaching Procedures and Suggested Activities
<p>Hippocrates; Father of Medicine. Noted for close observation of patients, recorded case histories, observed healing power of nature, stressed cleanliness and rest.</p> <p>Aristotle; Biologist studied anatomy, dissected many animals, laid foundation for study of heredity.</p> <p>Galen: A Greek who took advanced ideas of Greeks to Rome. Wrote many treatises on medicine which became the basis of medical study in European universities.</p>	<ol style="list-style-type: none"> 2. Look up the Hippocratic Oath and copy it into your notebook. 3. What features of modern medical practice can you find in Hippocrates' teaching? 4. Appoint a committee to look up some of Aristotle's teachings in science. Evaluate these in the light of modern knowledge. 5. What influence did Aristotle's teachings have on the growth of medical science? 6. Note how early some of our modern ideas originated. 7. As you proceed with this section observe how long it took for the ideas of these leaders to grow into accepted theory or practice. 8. Summarize advances made by Greeks and Romans. Compare the methods of these peoples. Note that the Greeks concentrated on treating the individual while the Romans were the first to stress public health. Find out about the medical schools of this period.
<p>B. Men of Science in the Renaissance.</p> <p>Vesalius—the first anatomist.</p> <p>Leeuwenhoek — the early microscopist.</p> <p>Harvey—the discoverer of blood circulation.</p> <p>Malpighi — discovered the capillaries and proved Harvey's hypothesis.</p> <p>Lavoisier—father of the science of nutrition.</p>	<ol style="list-style-type: none"> 1. Discuss the Dark Ages of Medicine; the presence of superstition; belief in alchemy, spirits, sorcery, witchcraft; a period of devastating plagues. 2. Give reasons why the printing press influenced the progress of medicine. 3. The birth of Renaissance Art influenced medicine. Why? 4. Make a report on the influence of Galen. How did Harvey disprove some of his teachings? 5. Read the story of Leeuwenhoek's discovery. Compare the kind of microscope he fashioned with those we have today. 6. Set down the reasons why Harvey's discovery revolutionized medical thinking.

Content	Teaching Procedures and Suggested Activities
<p>C. Men who Helped to Conquer Communicable Diseases.</p> <p>Edward Jenner—opened the way for the elimination of the great epidemics of smallpox.</p> <p>Pasteur—originated the germ theory of disease and made the first discoveries in immunization.</p> <p>Lister—father of modern surgery.</p> <p>Koch—the first bacteriologist.</p> <p>Ross—discoverer of the role of the mosquito in malaria.</p> <p>Reed—discovered how to control yellow fever.</p>	<ol style="list-style-type: none"> 7. In what way did Vesalius' work lay the basis for modern surgery? 8. Can you find the answers to these questions: <ol style="list-style-type: none"> (a) What was the Elixir of life supposed to do? (b) What was the Philosopher's Stone? (c) What influence was exerted by the great physicists and chemists such as Galileo, Newton, Boyle, Mayo? 9. Find out how Lavoisier resolved the enigma of respiration. 1. Read the story of Jenner's work and prepare a class report. Is Jenner's method of vaccination the same one we use today? 2. How is vaccine for smallpox made now? Why does cowpox protect against smallpox? 3. Conduct a survey to find out how many in your class have been vaccinated. 4. Find out how you can be vaccinated without charge. 5. The achievements of Pasteur, Lister and Koch are related. Conduct a panel discussion to show this relationship and why these men laid the basis for the understanding of germ diseases. 6. Malaria is still the most prevalent disease in the world. Explain how Ross discovered its cause, and some of the difficulties in trying to eliminate it today. 7. Reed made possible the building of the Panama Canal. Explain why. 8. The Panama Canal Zone is practically free of both malaria and yellow fever today. Find out how this has been achieved.

Content	Teaching Procedures and Suggested Activities
<p>D. The Great Humanitarians — Florence Nightingale, Henri Dunant, John Howard, Sir William Osler, Edward Trudeau and others.</p>	<ol style="list-style-type: none"> 1. Find out how wounded soldiers were treated before the time of Florence Nightingale. 2. Discuss the state of nursing in Miss Nightingale's time. What was the result of her influence? 3. Write a paragraph on the founding of the Red Cross of today. 4. Discuss the results of John Howard's work. What does the John Howard Society try to do today?
<p>E. The Brilliant Discoveries of Modern Times.</p> <p>Roentgen—X-ray.</p> <p>Pierre and Madame Curie—radium.</p> <p>Ehrlich—salvarsan.</p> <p>Beers—mental health.</p> <p>Domagk—sulfonamides.</p> <p>Banting and Best—insulin.</p> <p>Fleming—penicillin.</p> <p>Waksman—streptomycin.</p> <p>Selye—influence of stress on disease.</p>	<ol style="list-style-type: none"> 5. Find out how William Osler raised the standard of medical training. 1. Have the students read the life of Madame Curie. Discuss some of her difficulties. 2. Stress the importance of the Curies' discovery in the light of modern uses of radium. 3. Read and report on Roentgen's discovery. List the uses of the X-ray today—both in medicine and in industry. Discuss some of its dangers. 4. Clifford Beers started the modern mental hygiene movement. Investigate this movement. 5. Compare the work of the two great chemists, Ehrlich and Domagk. 6. Banting was one of the first to discover the importance of chemical messengers in the body. Tell about his life and work. 7. Have students report on Fleming's discovery of penicillin and Waksman's discovery of streptomycin. 8. Hans Selye, working in the University of Montreal, has shown the effect of stress on the body and has contributed to our knowledge of ACTH and Cortisone. Have the class look for magazine or newspaper articles about his work.

GRADE VII—UNIT IV—PROTECTING ONESELF AND OTHERS FROM DISEASES

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and in promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE VII

In Grade VII emphasis is placed on the common cold and other respiratory infections that are so prevalent in schools. In fact, the National Committee for School Health Research found in its study of absenteeism among school children that respiratory infections accounted for one-half the days lost for medical causes. Rheumatic fever is considered here because it usually begins with a form of respiratory infection. The seriousness of rheumatic fever should be stressed since it frequently attacks persons in this age-group.

GRADE VIII

In Grade VIII the students study the various ways in which the body can protect itself against disease and the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, why one person reacts differently to another with the same infection.

GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious diseases to what the individual can do to prevent the spread of communicable diseases at home, in the school, and in the community. Students should develop a watchful and critical attitude towards practices that spread disease germs, and should acquire a high sense of responsibility in carrying out measures that will protect others. Students should be aware of steps being taken by their local health department to prevent the spread of disease.

GRADE X

At the Grade X level the student finds out what responsibility is assumed by the Provincial Department of Health in protecting people from communicable diseases. It is important to make students aware of the various ways in which their own community benefits from provincial services and what part the community's local health services play in assisting the Provincial Department of Health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Colds can be serious infections and cause much distress and loss of time and money.
2. Most of the communicable diseases of childhood can be prevented by individual health practices and public health measures.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to recognize how communicable diseases are acquired and to take precautions to protect oneself and others.
2. The skill required to accept scientific information regarding communicable diseases and to use it to advantage in one's daily living.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in learning how to keep from communicable diseases.
2. Appreciation of one's responsibility to protect others from disease.

REFERENCES

For Healthful Living, Chapter VII.

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton.

"Respiratory Diseases".	"Common Childhood Diseases".
"Disinfection".	"Quarantine Regulations".
"What You Should Know About Tuberculosis".	"About Rheumatic Fever" "Common Skin Diseases".

OUTLINE OF UNIT IV

SECTION I—PREVENTION OF COLDS

SECTION II—OTHER DISEASES THAT GAIN ENTRANCE THROUGH THE

RESPIRATORY TRACT

A. Disease of the Lungs.

- B. The Common Communicable Diseases of Childhood.
- C. The Protection Offered by Vaccination and Inoculations.
- D. Alberta's Quarantine Regulations.
- E. Public Health Personnel.
- F. Rheumatic Fever.

SECTION III—PROTECTION AGAINST SKIN DISEASES

GRADE VII—UNIT IV—PROTECTING ONESELF AND OTHERS FROM DISEASE

(Suggested time allotment 3 weeks)

SECTION I—PREVENTION OF COLDS

Content	Teaching Procedures and Suggested Activities
<p>Colds are costly and wasteful. They are responsible for the greatest loss of time from school and work. Authorities estimate the cost of colds to Canadians at 20 million dollars a year in lost wages, reduced production and cost of medical care and drugs. A survey of absenteeism in Canadian schools showed that half the absences for medical reasons were caused by respiratory infections.</p> <p>Colds cause much misery and often pave the way for other diseases, such as influenza, pneumonia and rheumatic fever.</p> <p>The baffling virus is believed to be the cause of colds; other germs follow in the wake of the virus.</p> <p>People differ in their ability to resist the organisms that cause colds. Factors that influence one's resistance are age, fatigue, chilling, crowding, diet.</p>	<ol style="list-style-type: none"> 1. If possible obtain a copy of "Absenteeism in Canadian Schools" and compare the loss of time from various causes. 2. Form a committee to study causes of absenteeism in your classroom or school. Try to determine days lost from colds and other respiratory infections. 3. Study a chart or diagram of the respiratory system to discover why colds may lead to ear and sinus infections. 4. Discuss possible complications of other infections following colds. 5. Have a group find out all they can about the nature of the virus and how viruses differ from bacteria. 6. Discuss the meanings of "host resistance" bringing up such questions as why fatigue causes colds, why it is easy to catch a cold in a theatre or any crowded room, what conditions in your classroom spread colds, why eating a lot of sweet food tends to cause colds, whether cold is necessarily a factor in colds. Mention the fact that isolated areas in the north are not troubled with colds except when visited by somebody from the outside.

Content	Teaching Procedures and Suggested Activities
<p>The seasonal nature of colds: factors that tend to make colds more prevalent in cold weather.</p>	<ol style="list-style-type: none"> 7. Examine with the class the following questions: <ol style="list-style-type: none"> (a) What is meant by "host-virus equilibrium"? (b) Does a carrier have this equilibrium? (c) What upsets the balance? 8. Set down the factors that make colds more prevalent in cold weather. Relate these factors to children's environment in school and at home and to the nature of their activities in winter and summer. 9. Compare the amount of protective foods eaten in winter and in summer. List cheap protective foods, such as canned tomatoes, raw cabbage, milk, etc., that are readily available in Alberta in the winter.
<p>Catching a cold from yourself and catching one from other people. Flourishing handkerchiefs spreads germs; sneezing can send droplets containing virus forward at rate of 100 miles an hour.</p>	<ol style="list-style-type: none"> 10. Discuss the fact that you may frequently have viruses in your nose and throat that will cause a cold if conditions are right. What are these conditions? Demonstrate correct ways to hold a handkerchief and proper method of blowing the nose. discuss use of proper handkerchiefs and best methods of disposing of them.
<p>What to do to prevent colds: Protect others by staying home for a few days when you have a cold. Colds are most contagious during their early stages. Look after yourself by going to bed, drinking plenty of liquids, having foods and drinks high in Vitamin C, using handkerchiefs that can be burned.</p>	<ol style="list-style-type: none"> 11. Analyze factors in your school routine that may spread colds, e.g., dusty classrooms or gymnasium, use of common towels; poor lunches. 12. Discuss some of the experiments that have been made in the treatment of colds, such as those at Salisbury in England.
<p>Helping to prevent colds from spreading in the family: use of one's own towel, best ways to wash dishes, protecting others by careful habits. Treatment of colds.</p>	<ol style="list-style-type: none"> 13. Sum up what has been learned about colds by setting down some simple rules to keep colds from spreading in one's family. Up to the present, authorities have found no medicine that prevents or cures a cold. Drugs may make a person more comfortable but do not hasten the time of recovery. Home medications or drugs taken without medical advice are likely to do more harm than good.

SECTION II—OTHER DISEASES THAT GAIN ENTRANCE THROUGH
THE RESPIRATORY TRACT

Content	Teaching Procedures and Suggested Activities
A. Diseases of the Lungs : tuberculosis, pneumonia, bronchitis.	<ol style="list-style-type: none"> 1. Discuss the meaning of pneumonia. Show by graph that deaths from pneumonia are decreasing in Canada. Explain the reasons for this. 2. Send to the Alberta Tuberculosis Association for free literature on tuberculosis. <ol style="list-style-type: none"> (a) Discuss what Alberta is doing to prevent the spread of tuberculosis. (b) Find out what is done with the money raised through the sale of Christmas seals.
B. The Common Communicable Diseases of Childhood : measles, mumps, whooping cough, diphtheria, scarlet fever, poliomyelitis.	<ol style="list-style-type: none"> 1. By means of graphs or tables show the relationships of the common communicable diseases as to prevalence and as a cause of mortality. (Figures may be obtained from Annual Report of Public Health Department or from the Canada Year Book.) 2. Discuss why these diseases are called childhood diseases. Show why they are spread in much the same way as colds. 3. Have a student prepare a report on some of the recent findings with respect to poliomyelitis.
C. The Protection Offered by Vaccination and Inoculations.	<ol style="list-style-type: none"> 1. Make a chart showing the diseases for which one may be protected by vaccination or inoculation and the best age for this protection. What is meant by booster doses? 2. Have each child make a list of the childhood diseases he has had and those for which he has been immunized. 3. Ask the public health nurse in your district or school to tell you about the value of immunization.
D. Alberta's Quarantine Regulations.	<p>With the help of a chart (published by Provincial Department of Public Health) discuss the differences in quarantine regulations for various diseases.</p>

Content	Teaching Procedures and Suggested Activities
<p>E. Public Health Personnel.</p> <p>The public health personnel who help to prevent the spread of these diseases in the community.</p>	<ol style="list-style-type: none"> 1. Find out what service the Provincial Health Department gives every community in preventing the spread of communicable diseases. 2. Discuss the work of your local health department in helping to prevent the spread of these diseases.
<p>F. Rheumatic Fever.</p> <p>The seriousness of rheumatic fever which may follow nose and throat infections. Chorea or St. Vitus's Dance may be manifestations of rheumatic fever.</p>	<p>Send to the Health Education Division of the Provincial Health Department for free literature on rheumatic fever.</p>

SECTION III—PROTECTION AGAINST SKIN DISEASE

Content	Teaching Procedures and Suggested Activities
<p>Some skin diseases are not communicable but are caused by allergies, e.g. exzema, or by nervous tensions and faulty diet, e.g., lack of vitamin B2 will make dry cracks at the corner of the mouth.</p> <p>Some skin diseases such as ringworm, scabies and impetigo can spread quickly through a school.</p>	<p>Discuss the nature of this disease, the factors that predispose a child to the infection and the dangers to the heart, and how the heart may be protected.</p> <ol style="list-style-type: none"> 1. Discuss the common methods of spreading skin diseases in school. Emphasize the importance of consulting a doctor and getting the correct treatment at once. 2. Make a class portfolio on the common communicable diseases, this portfolio to be used as a reference. <p>Free pamphlets may be obtained from the Health Education Division of the Provincial Health Department.</p>

GRADE VII—UNIT V—LIVING STANDARDS AND VALUES

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the

past, and is in the continual process of "becoming". While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence and experience. Therefore the participation of students in activities having potential character building values is probably the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the students becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at satisfactory understandings and attitudes.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom. Physical energy is expressed in many ways by the adolescent. The interests of girls at this age are very dissimilar to those of boys at the same age. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other hand they return to habits of the younger child. Fear of ridicule and of being unpopular, oversensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain

comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE VII

The Grade VII student may find it difficult to think through cause-and-effect relationships, and care should be taken to see that group techniques are developed around the everyday experiences of the students. In later Grades many of the topics are expanded to include broader concepts. The teacher should confine the material to the Grade VII level so there will be progressive stages of difficulty in each succeeding grade.

GRADE VIII

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of person one becomes. The understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be a growing understanding of the good qualities that one should possess.

GRADE IX

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

GRADE X

The term "personality" should be discussed in its total sense with emphasis on the relationship of standards and character to the behavior of the individual. By discussing the various factors that influence personality and behavior, the developmental aspect can be clearly illustrated.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticising the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counsellor.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Religious beliefs and long-range goals affect one's daily life.
2. Worthwhile values are derived from association with others.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to distinguish between acceptable and non-acceptable behavior.
2. The habit of using good manners and showing courtesy at school functions.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Cooperation by displaying a willingness to consider the rights and feelings of others.
2. Willingness to be a cooperative family member.

REFERENCES

About Growing Up, Chapters 2, 3, 6, 10, 16, 17, 24, 25, 26, 27, 28, 30.

You're Growing Up, Pages 50-66, 88-106, 110-143, 155-157, 165-169.

OUTLINE OF UNIT V

SECTION I—THE INDIVIDUAL

- A. Individual Assets.
- B. Appearance Is Important.
- C. Courtesy.
- D. Manners Count.
- E. Individuality.

SECTION II—GROWING UP

- A. Belonging to the Crowd.
- B. Acceptance by Peer Groups.
- C. The Desire for Independence.
- D. Controlling Oneself.

SECTION III—STANDARDS INFLUENCE PERSONALITY DEVELOPMENT

- A. Behavior in Different Situations.
- B. Developing Self-confidence.
- C. Goals.

SECTION IV—GETTING ALONG WITH OTHERS

- A. Membership in the Family.
- B. What Parents Do for Us.
- C. On Being a Friendly Person.
- D. Relationships With Others.

GRADE VII—UNIT V—LIVING STANDARDS AND VALUES

(Suggested time allotment 6-7 weeks)

SECTION I—THE INDIVIDUAL

Content	Teaching Procedures and Suggested Activities
<p>A. Individual Assets.</p> <p>References:</p> <p><i>About Growing Up</i>, Ch. 24, "Give Yourself a Break."</p> <p><i>You're Growing Up</i>, Pp. 62, "Understanding Yourself."</p>	<ol style="list-style-type: none"> 1. Discuss with the class the importance of appraising individual assets. Students might discuss the assets which could be derived from the following: health; home training; school training; religious training; and community experiences. (See Unit II and Unit VII, Grade VII.) 2. Ask the students to give examples of ways to develop individual assets, as well as examples of things that will affect these assets adversely.
<p>B. Appearance Is Important:</p> <p>References:</p> <p><i>About Growing Up</i> Ch. 25, "How Do I Look?"</p> <p><i>You're Growing Up</i> Pp. 119, "That's Just What I Want to Know."</p>	<p>Arrange a series of pictures portraying people in colorful dress, drab dress, smiling cheerful appearance, mournful appearance, and so forth. Ask the students what opinions they have formed of the personality of each individual portrayed, giving their reasons. Discuss the validity of this means of describing an individual's personality. (The teacher can correlate this sub-section with the sub-section on "Appearance" found in Unit 11, Section A.)</p>

Content	Teaching Procedures and Suggested Activities
<p>Pp. 120-122, "Why appearance is important."</p> <p>Pp. 123-126, "Cleanliness comes first."</p> <p>Pp. 127, "Some helpful hints for girls."</p> <p>Pp. 127, 128, "Choosing becoming clothes."</p> <p>Pp. 129, 130, "Caring for your hair."</p> <p>Pp. 131, 132, "What about make-up?"</p> <p>Pp. 133, "Some helpful hints for boys."</p> <p>Pp. 133, "Your main problem."</p> <p>Pp. 134, 135, "What clothes can do for you."</p> <p>Pp. 136, "What Do You Think?"</p>	<ol style="list-style-type: none"> 1. In class discussion, ask students to name examples of courtesy. Lists of courteous habits which should be followed at school, home, church and social gatherings may be compiled. 2. Set up a courtesy committee to report on instances of exceptional examples of courtesy. These reports can be followed by discussion of ways and means of improving courtesy. 3. Use role-playing to illustrate situations displaying courtesy and discourtesy.
C. Courtesy.	
Reference:	
<p><i>About Growing Up</i> Ch. 26, "Courtesy Counts."</p>	<ol style="list-style-type: none"> 1. Arrange for dramatizations of introduction of schoolmates to older persons and to parents and friends. 2. Using a quiz box, ask each student to contribute questions about manners which he wonders about. These questions may be answered by class discussion.
D. Manners Count.	
References:	
<p><i>About Growing Up</i> Ch. 27, "Minding Our Manners."</p>	<ol style="list-style-type: none"> 3. Have the class prepare lists of rules to follow in social situations. This may be accompanied by discussion on the topics: (a) "Being natural." (b) "Rules of behavior are a means to an end."
<p><i>You're Growing Up</i> Pp. 165, "What Should I Do?" Pp. 166-168, "The courteous things to do and say." Pp. 169, "Test your social 'know how'."</p>	<ol style="list-style-type: none"> 4. Organize a panel to discuss the topic, "Acceptable street behavior." (See Unit VIII, Grades VII and VIII.) 5. Appoint a student committee to write a short play and present it to the class on a situation arising out of the use of good and bad manners. 6. Develop with the class a list of customs that can be considered typical of Canadians.
E. Individuality.	
Reference:	
<p><i>About Growing Up</i> Ch. 28, "Acting Natural" (Bristol-Myers Chart)</p>	<ol style="list-style-type: none"> 1. Arrange for a group of students to interview a minister, one or two parents, a storekeeper, another teacher, and a policeman in order to try to find out how these people judge the character of another individual and what it is that is judged.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 2. Assign the following topic sentences for development into paragraphs: <ol style="list-style-type: none"> (a) "It is not possible for me to look or to act exactly like someone else, but have I the courage to be myself?" (b) "Is it easier to do something suggested by another person or to do what I know is right?"

Evaluation Devices

1. Prepare a rating scale on the features of good grooming. Have the students rate themselves. The student should not be asked to show his rating to other students.
2. Give a short-answer test on manners.
3. Assign for review purposes a paragraph on the topic, "How individual assets differ."

SECTION II—GROWING UP

Content	Teaching Procedures and Suggested Activities
<p>A. Belonging to the Crowd.</p> <p>References:</p> <p><i>About Growing Up</i> Ch. 17, "Clicking with the crowd."</p> <p><i>You're Growing Up</i> Pp. 54, 55, "Your Social needs."</p> <p>B. Acceptance by the Peer Group.</p>	<ol style="list-style-type: none"> 1. The teacher can introduce this section by explaining to the class how families and clans developed in ancient times. Attention can be drawn to the point that all of us are members of several groups. 2. Discuss with the class the following topics: <ol style="list-style-type: none"> (a) "Why I like to be in a group." (b) "The relationship of personal standards to membership in a group." 1. Ask the pupils to list a number of things which they consider necessary in order to be respected and liked by other boys and girls of their own age. Discuss this list and ask the pupils to judge the value of each item listed.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 2. Friendliness, a sense of humor, good sportsmanship, skill in a sport, a talent in music, and consideration of others are some qualities that help a person to be popular. Divide the class into six groups (one for each of these qualities) and plan round-table discussions. Have the students discuss how each quality helps to make people "get along" with the crowd and give examples of how they have seen it work. Ask the chairman of each group to summarize the discussion. 3. Determine with the class the need for standards for a group to follow. It should be pointed out that popularity is not necessarily a good yardstick. Obtain class reaction to the statement, "It is better to be right than to be popular." 4. Have the class produce composite pictures of what they consider as "The Ideal Boy" and "The Ideal Girl."
<p>C. The Desire for Independence.</p>	<ol style="list-style-type: none"> 1. Have the class draw up lists under the headings: Independent — Dependent, to show ways in which each pupil feels that he is independent of, or dependent on his family. 2. Discuss with the class traits of character which assist an individual to develop a sense of independence. The class might discuss the value of responsibility and initiative in doing little jobs. 3. Arrange for a panel to discuss the following question, "Can we be entirely independent of others?" The discussion should be carefully summarized by the teacher with the assistance of the class.
<p>D. Controlling Oneself. References: <i>About Growing Up</i> Ch. 10, "Keeping My Word."</p>	<ol style="list-style-type: none"> 1. Discuss with the class how members of their age group lose control of their emotions in the following areas: sports, the classroom, at the theatre, at home. The discussion should point

Content	Teaching Procedures and Suggested Activities
<p><i>You're Growing Up</i> Pp. 65, 66, "I Hate Waiting Around." Pp. 92, "You Can't Back Out Now." Pp. 96, "Handling other feelings that trouble you." Pp. 96-99, "Feelings of Anger." Pp. 100-102, "When you are afraid." Pp. 103-106, "Learning to 'take' failure."</p>	<p>out that certain actions indicate loss of self control.</p> <ol style="list-style-type: none"> 2. Appoint committees to examine and report on the following topics: <ol style="list-style-type: none"> (a) "Control of troublesome feelings." (b) "Anger is a dangerous master." (c) "Waiting around." (d) "When you are afraid." (e) "Learning to take failure." 3. Summarize the discussion by having the class develop a list of possible and desirable rules for controlling emotions.

Evaluation Devices

1. Assign a paragraph using the following topic sentence, "It is important for me to think and act for myself."
2. The teacher should choose the activities for this section according to the maturity of the class. Individuals in the class will vary greatly in independent thinking and action.

SECTION III—STANDARDS INFLUENCE PERSONALITY DEVELOPMENT

Content	Teaching Procedures and Suggested Activities
<p>A. Behavior in Different Situations.</p> <p>References: <i>You're Growing Up</i> Pp. 50, 51, "Why Does He Act That Way?" Pp. 52, 53, "There's always a reason." Pp. 56-61, "Your needs influence your behavior."</p>	<ol style="list-style-type: none"> 1. Discuss with the class the meaning of the term "behavior." 2. Consider examples of different behavior in different situations. The teacher can ask the class to consider the reasons for such behavior. 3. Assign for paragraph writing the following topics: <ol style="list-style-type: none"> (a) "Why does he act that way?" (b) "Will present behavior affect my future behavior?" (c) "The bully is a poor sport." (d) "Why is discipline necessary?" (e) "What is meant by self-discipline?"

Content	Teaching Procedures and Suggested Activities
<p>B. Developing Self-confidence.</p> <p>References: <i>You're Growing Up</i> Pp. 93, 95, "Those self-conscious feelings."</p>	<p>1. Arrange to have a panel discussion on the topic, "What is the relation of self-consciousness to self-confidence?"</p>
<p>C. Values and goals.</p>	<p>2. Ask the students to give examples of behavior that indicate self-confidence.</p> <p>1. The question of the student establishing goals for himself can be introduced by comparing living experiences with a game of hockey or basket ball. That is, without a goal before you at which to aim, a game of hockey becomes purposeless; so it is with life. The teacher can bring out the importance of establishing and reaching of immediate goals in order to work successfully towards bigger goals.</p> <p>2. Consider with the class examples of immediate goals and long-range goals.</p> <p>3. With the assistance of the class list in the form of a ladder steps which lead to the achievement of goals.</p> <p>4. Arrange a panel discussion to deal with the topic, "The relation of goals to the kind of person I want to be."</p> <p>5. Ask the class to determine if possible, the life goals of each of the following: Lincoln, Churchill, Beethoven, Nightingale, Joan of Arc, Livingstone, Pasteur, John Howard, Henri Dunant, Ralph Bunche.</p> <p>6. Assign to the class or committees the task of investigating the following:</p> <p>(a) Why people worship.</p> <p>(b) Ways in which people express their religion other than in worship.</p> <p>(c) The minister, the priest, or the rabbi does good in many ways.</p> <p>(d) How religious teachings relate to behavior.</p>

Content	Teaching Procedures and Suggested Activities
	<p>7. Discuss the following topics:</p> <ul style="list-style-type: none"> (a) Practising the "Golden Rule" is one of the best ways of achieving happiness. (b) Religious and ethical beliefs affect one's daily life. (c) Conscience—do I listen to it? (d) Why do people go to church? (e) Services of the church.

Evaluation Devices

1. Use a rating scale containing items related to various aspects of behavior and ask each student to assess himself in terms of the scale. The teacher could also evaluate each student according to the scale but the two scales should not necessarily be compared. A five-point scale should prove suitable.
2. Assign for review purposes a paragraph on the topic, "The differences between immediate goals and long range goals."

SECTION IV—GETTING ALONG WITH OTHERS

Content	Teaching Procedures and Suggested Activities
<p>A. Membership in the Family.</p> <p>References:</p> <p><i>About Growing Up</i> Ch. 16, "Understanding Parents." Ch. 30, "Home responsibilities." Ch. 6, "Busy Line."</p> <p><i>You're Growing Up</i> Pp. 138, 139, "What a Family" Pp. 140, 143, "Getting along with your Family."</p>	<ol style="list-style-type: none"> 1. Discuss with the class in general terms, how children can get along with other members of the family, and hence add to the happiness of the home. The discussion should be so directed as to encourage in the student a willingness to cooperate and assist in every way at home. 2. Provide for class discussion of the following topics: <ul style="list-style-type: none"> (a) "Who should decide what program is to be heard when there is only one radio in the family?" (b) "Do you think it is 'sissy' for a boy to wash dishes, wheel a baby carriage, or perform other duties about the home?"

Content	Teaching Procedures and Suggested Activities
<p>B. What Parents Do for Us.</p> <p>C. On Being a Friendly Person. References: <i>About Growing Up</i> Ch. 2, "How Can I Make New Friends?" <i>You're Growing Up</i> Pp. 88, "She Used to Be My Best Friend." Pp. 89, "Why Friendships Change." Pp. 110, 111, "Why Don't They Ask Me?" Pp. 90, 91, "Building new friendships." Pp. 112-114, "Making and keeping friends." Pp. 115, 116, "Why are some people not liked."</p>	<p>The class should discuss in general terms the care and services rendered by parents in directing the activities of children. The discussion should be directed towards appreciation of and respect for the efforts made by their parents.</p> <ol style="list-style-type: none"> 1. Consider with the class the qualities which they look for in a friend. Ask each student to write out a list of qualities to hand in to an elected committee. Then have the committee report its findings. 2. Discuss the following topics: <ol style="list-style-type: none"> (a) "Why friendships change." (b) "Causes of misunderstanding between friends." (c) "Ways to avoid misunderstandings." (d) "Friendship with older persons."
<p>D. Relationships With Others. References: <i>About Growing Up</i> Ch. 3, "Getting along with Teachers." <i>You're Growing Up</i> Pp. 63, 64, "Understanding others." Pp. 117, 118, "Getting along with others is important." Pp. 155-157, "Getting along with your teachers."</p>	<ol style="list-style-type: none"> 1. Dramatize a specific situation to show the necessity of "give and take" in relationships with others. 2. Discuss with the class how each individual can improve his relationship with others by realizing that he must be prepared to contribute as much to the group as he receives. Specific examples should be used.

Evaluation Devices

1. Ask each student to prepare a list of duties and responsibilities that children have at home. They might be listed on a dual basis:
 - (a) Those duties which they do without being asked.
 - (b) Those duties which they never do without being asked.
2. Have the class summarize the discussion on friendship by writing a paragraph on the topic, "How to be a friendly person."

GRADE VII—UNIT VI—GROUP LIFE

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable responses with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE VII

The concept of the group is introduced to the Grade VII students. Care should be taken to develop the specific activities around real experiences.

GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

GRADE X

This unit should provide an opportunity for more extensive citizenship training by analyzing the possible contributions that groups can make towards school and community activities. Discussion should encourage self-examination by the individual so that he is disposed to look at his own contribution in terms of its effect on the group.

SPECIFIC OBJECTIVES**Understandings**

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. The actions of the individual in the group should be governed by worthwhile standards.
2. Organized groups provide an opportunity for worthwhile use of leisure time.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to distinguish between his responsibility to his groups and to himself.
2. The habit of helping others.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for his actions as they relate to the welfare of himself, his groups and society in general.

REFERENCES

About Growing Up, Chapters 8, 14, 15, 29.

You're Growing Up, Pages 158, 159, 160, 162, 163, 164.

SECTION I—MY GROUPS

- A. Committees.
- B. The Gang.
- C. Class Organizations.
- D. Behavior in a Group.

SECTION II—SOCIAL INSTITUTIONS

- A. The Home as a Social Institution.
- B. Organizations.
- C. The Church as a Social Institution.

SECTION III—DEMOCRATIC LIVING

- A. The Community.
- 8. The Democratic School.

SECTION IV—GROUP THINKING: Independent action in the group.

SECTION V—LEISURE TIME ACTIVITIES

- A. Interests.
- B. Hobbies.
- C. Using Our Time.

SECTION VI—LEADERS AND FOLLOWERS

- A. Qualities of Leaders.
- B. Characteristics of Followers.

GRADE VII — UNIT VI — GROUP LIFE

(Suggested time allotment 4-5 weeks)

SECTION I — MY GROUPS

Content	Teaching Procedures and Suggested Activities
A. Committees. Reference: <i>You're Growing Up.</i> Pp. 158, 159, <i>No One Will Help</i> Pp. 160, 162, <i>Learning to work in a</i> <i>group</i>	<ol style="list-style-type: none"> 1. Obtain student opinion on the methods of selecting committees. This may be summarized by discussing the advantages of using different methods for different purposes. 2. Ask the class to list the duties of various officers in committee work. The officers to be discussed should include chairman and secretary.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. Organize a panel to discuss the question, "How can class members be encouraged to take part in committee work?" 4. Develop class discussion on the question as to why some class members participate freely and others rarely take part. If student opinion is freely expressed some of the different ones may be encouraged to realize that theirs is not a unique problem and as a result they may gain confidence.
<p>B. The Gang.</p> <p><i>Note</i>—This topic may be correlated with Unit V, Section II, Topic B, "Acceptance by the Peer Groups."</p>	<ol style="list-style-type: none"> 1. Appoint a committee to report on the number and types of groups in the school. Have the class consider some of the interests that hold groups together. Some of the following groups should be mentioned: a camera club, a hockey team, a camping group. 2. Ask the students to list some of the worthwhile things that a "gang" of boys can do to help others as well as themselves. 3. Appoint a mixed committee of boys and girls to act as a panel for discussion of the topic, "Things our 'gang' should not do."
<p>C. Class Organizations</p> <p><i>Note</i>—See Unit I, Section II, Topic A. "Extra-curricular activities in our school."</p>	<p>The teacher could discuss the following questions with the class:</p> <ol style="list-style-type: none"> (a) "How can we encourage all students to take part in our school program?" (b) "How can we organize our room for class activities?" (c) "What are the objectives of class activities?"
<p>D. Behavior in a Group</p> <p>References:</p> <p><i>About Growing Up</i> Ch. 8, "My Part in the Group."</p> <p><i>You're Growing Up</i> Pp. 163, 164, "Girls Grow Up Socially Sooner Than Boys."</p>	<ol style="list-style-type: none"> 1. Discuss with the class any of the following questions that seem suitable: <ol style="list-style-type: none"> (a) "Should I always speak up when any question is being discussed in the group? Why, or why not?" (b) "What are some of the things I can do that will make people feel well towards me?"

Content	Teaching Procedures and Suggested Activities
	<p>(c) "Do I become angry when I do not have my own way?"</p> <p>(d) "The wishes of the group are more important than my own wishes." Do I believe this?</p> <p>(e) "How can I be a good group member?"</p> <p>2. Arrange for a panel discussion on the question: "How does my behavior out of school show whether I am a desirable member of the community or not?"</p> <p>3. Assign a paragraph to answer the question, "When do I prefer working alone?" This can bring out the need for group work as well as individual work.</p>

Evaluation Devices

Summarize with the class a list of desirable activities and use these to prepare a code of behavior for the group.

SECTION II — SOCIAL INSTITUTIONS

Content	Teaching Procedures and Suggested Activities
<p>A. The Home as a Social Institution.</p> <p>References: <i>About Growing Up</i> Ch. 15, "Family Life."</p> <p>B. Organizations.</p>	<p>1. Ask the students to write individual essays on the subject "Home".</p> <p>2. Arrange a panel discussion on the question, "What responsibilities go with home privileges?"</p> <p>3. Ask the students to consider organizations to which they might belong (Scouts, Trail Rangers, C.G.I.T., Girl Guides, etc.). The following questions could be discussed:</p> <p>(a) Why should I like to belong, or why do I belong to some such organizations?</p> <p>(b) Do these organizations help me to understand what is meant by a code of behavior?</p> <p>(c) How can they encourage me to appreciate hobbies and wise use of my spare time?</p>

Content	Teaching Procedures and Suggested Activities
C. The Church as a Social Institution.	<ol style="list-style-type: none"> 1. Ask pupils to list the values to be gained from being an active member in the church. 2. Discuss the question, "Why do we have churches in our community?"

Evaluation Devices

Summarize the activities of this section by an essay assignment on the subject, "The community is made up of social institutions."

SECTION III — DEMOCRATIC LIVING

Content	Teaching Procedures and Suggested Activities
A. The Community	<ol style="list-style-type: none"> 1. Appoint committees to find out what by-laws the local government has in force for the welfare of the community under the headings (1) Health, (2) Protection, (3) Control of Traffic, (4) Property. <i>Note</i>—See Unit VIII, Grade VII. 2. Ask a committee of pupils to prepare and present a report on the question, "What is a community?" 3. Ask a committee to report on the attitudes of citizens towards community projects. 4. Have the class make up a list of "Do's" and "Don'ts" that they should follow with respect to life in the community. The class could determine, by discussion, the health rules that one should follow for the good of the community. This should include a discussion of the need for obeying the regulations respecting communicable diseases. See Unit IV, Grade VII. 5. Discuss the privileges a person enjoys and the responsibilities he must assume in a democratic community, and the relationships between the two.

Content	Teaching Procedures and Suggested Activities
<p>B. The Democratic School</p> <p>Reference:</p> <p><i>About Growing Up</i> Ch. 14, "Are We Really Democratic?"</p>	<ol style="list-style-type: none"> 1. Discuss the value of a Visiting Committee selected by the class. What duties might it perform? 2. Provide for a class discussion on the value of participation in any democratic group. It might be pointed out that the success of school depends to an extent upon the contributions made and the support given by its members.

Evaluation Devices

1. Arrange for a discussion on the subject, "My place in the community," as a means of summarizing their understanding of the work that has been attempted in the various activities in this section.
2. To assess the general knowledge acquired by pupils make up a test of ten multiple choice questions on good and bad attitudes, "Do's" and "Don'ts", and responsibilities and leges of members of a democratic community.

SECTION IV — GROUP THINKING

Content	Teaching Procedures and Suggested Activities
<p>Independent Action in the Group.</p>	<ol style="list-style-type: none"> 1. In class discussion determine to what extent group thinking is influenced by speakers or writers. Illustrate by reference to outstanding leaders. 2. Ask each student to think out some circumstances where an independent point of view might be desirable, and if desirable, whether he would feel right about showing such independence. 3. Ask the class to look up the term, "Self-reliance," and then try to see its relationship to independence. Discuss these terms in respect to a person's relations with his fellows. Point out that the desire for independence does not necessarily mean having one's own way. 4. Select questions from the following for class discussion: <ol style="list-style-type: none"> (a) How may group thinking be influenced by my words and actions?

Content	Teaching Procedures and Suggested Activities
C. Using Our Time.	<ol style="list-style-type: none"> 1. Ask the class to make a list of all their activities outside school. Have them determine those which add to their general understanding, those which assist them merely in "putting in time", and those which provide merely pleasure. 2. Have the class produce from their answers in the first exercise a list of worthwhile leisure time activities. 3. In class discussion compare the amount of leisure time the students have with the amount of leisure time their parents and grandparents had. 4. Arrange a panel discussion on the topic, "I should plan for my free time as well as for my work."

Evaluation Devices

1. Prepare a list of statements on leisure time activities which may be worthwhile or otherwise, and have the class answer them as "true" or "false" in terms of their worthwhileness.
2. Present a list of situations involving various sports and ask the students to consider the correct procedure to follow. Have them score each other's papers and summarize with them the general results.

SECTION VI — LEADERS AND FOLLOWERS

Content	Teaching Procedures and Suggested Activities
A. Qualities of Leaders.	<ol style="list-style-type: none"> 1. Ask the students to list the qualities that a good committee chairman should have. 2. From their own understanding ask them to consider qualities possessed by such men as Roosevelt and Churchill. 3. Ask the class to consider the men of science about whom they have read and the qualities they possessed. (See Unit III, Grade VII.)

Content	Teaching Procedures and Suggested Activities
B. Characteristics of Followers.	<ol style="list-style-type: none"> 4. Have three students prepare and present to the class their ideas on qualities of leadership that the class and the various school clubs should look for. 5. The student might attempt to answer the following question: "Should we expect students who earn high marks to take over leadership in clubs and other class activities?" 1. Use the following question to start a class discussion: "Would I rather be chairman of the committee or merely one of the members?" This may be followed by the question, "Why do I make this choice?" 2. The students should be asked to consider, insofar as they are able to do so, the statement, "The good leader produces good followers." 3. "We cannot all be leaders." Ask the class to consider the qualities they would expect to find in the man who makes a fine watch, or the successful salesgirl in a big store. 4. "Should one put into the 'pool' as much as he expects to take out?" 5. "Followers need brains too. Have I selected people for leaders because I like them or because they seem to be well informed?"

Evaluation Devices

Prepare a "true-false" list of statements on the qualities of good followership and present this to the class as a test of their understanding.

GRADE VII—UNIT VII—GROWTH IN HEIGHT AND WEIGHT

POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but

children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts, and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE VII

In Grade VII the unit is introduced by a general review of factors affecting growth and the importance of daily health habits in building body structures. This review forms the basis for a more detailed study of the purpose of the skeleton, how bones grow and develop, and the factors contributing to strong, well-formed bones. The muscular system is closely related to the study of the skeleton, since the contraction of muscles aids the growth of bones and forms a protective covering for them. In studying the muscles emphasis should be placed on the part they play in the work of every system, as for example, digestion, elimination, circulation, and especially body movements and posture. This emphasis gives sound reasons for developing strong, well-coordinated muscles.

GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units, especially how the blood protects the body against infection. Steps taken to promote the health of these systems is much more important than technical knowledge.

GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration," and, "how oxygen is delivered to the cells" forms the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

GRADE X

In Grade X students study the nervous system with emphasis on the factors influencing its work. Since the physiology of the system is difficult to understand no attempt should be made to

teach in detail the various parts of the system. Students could get a general idea of its structure and plan through a chart study. Practical illustrations of how the nervous system governs and controls should be introduced. The influence of the nervous system on health and disease should be stressed and also the factors that contribute to its well-being.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Heredity is the chief factor influencing the growth and development of the body but sound health practices contribute to one's inherited endowment.
2. Good health practices are based on sound scientific research.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to study with interest and understanding well-selected references giving information on the topics outlined.
2. The habit of selecting healthful activities based on information gained from a study of growth, especially of the bones and muscles.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Acceptance of one's inherited growth potentialities and interest in making the most of his inheritance.
2. Appreciation of what scientific research has proven to be important in developing strong bones and well-formed muscles.

REFERENCES

For Healthful Living, Chapters I, II, III.

You're Growing Up, Pp. 19-20, 30-33, 45, 46, 47, 36-37, 42-44, 208, 212.

Food pamphlets, (free), Nutritionist, Provincial Department of Health, Edmonton.

OUTLINE OF UNIT VII

A. Anfluence of Heredity.

B. Importance of a Well-balanced Diet in Growth.

C. Importance of Regular Exercise.

D. Importance of Rest.

E. A Happy Environment.

F. The Growth of the Skeleton.

The work of the skeleton.

Structure of bones.

Joints.

The special structure of the foot.

G. The Growth of Muscles.

GRADE VII — UNIT VII — GROWTH IN HEIGHT AND WEIGHT

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Influence of Heredity</p> <p>Charts are based on averages and may not apply strictly to the individual.</p>	<ol style="list-style-type: none"> 1. Have pupils investigate their chances of being tall or short by finding out the heights of parents and grandparents. (There are exceptions.) 2. Discuss the validity of height and weight charts. Charts give average, not normal weights and heights. 3. Keep a weight graph month by month.
<p>B. Importance of a Well-balanced Diet in Growth.</p>	<ol style="list-style-type: none"> 1. Read and report on the kinds of food necessary to build cells. Note particularly the importance of calcium, phosphorus, vitamin A and vitamin D. 2. Plan a day's menu suitable for a growing boy and girl. Compare it with a menu suitable for an adult.
<p>C. Importance of Regular Exercise.</p> <p>Regular exercise helps the whole body to function properly.</p>	<ol style="list-style-type: none"> 1. List the benefits of exercise. 2. Have pupils investigate and report on: the effect of exercise on the heart; on the lungs; on the digestive system; on the excretory system; on the complexion; on the posture; on the feeling of well-being and alertness.

Content	Teaching Procedures and Suggested Activities
<p>D. Importance of Rest.</p> <p>“A balanced life of hard work interspersed with sleep and rest is best.”</p>	<ol style="list-style-type: none"> 1. Prepare a table of sleep requirements for the different age groups. 2. Discuss the physiological need for sleep. 3. Prepare a report on conditions necessary for healthful sleep. 4. Discuss ways of inducing sleep. 5. List other ways in which a person may rest.
<p>E. A Happy Environment</p> <p>The need for a happy environment.</p>	<p>Through reading discover how emotions cause bodily changes. Fear and anger increase the flow of adrenalin, shrink the size of surface blood vessels, increase the size of blood vessels in large muscles. Emotions will stop or reverse the movements of the digestive tracts.</p>
<p>F. The Growth of the Skeleton.</p> <p>The work of the skeleton.</p> <p>Support</p> <p>Protection for Organs</p> <p>Provide for movement</p> <p>Bone marrow manufactures blood cells.</p>	<ol style="list-style-type: none"> 1. Show that the framework of the body is like that of a car or building in that it sets the design of the whole structure. Compare the skeleton of the snail or other shell fish to that of man. Discuss the importance of each. Stress how well nature has designed the skeletons to perform its particular functions. 2. With the help of a chart show the general design of the human framework, e.g., the thorax making a bony cage, the pelvis a bowl-like structure. 3. Obtain bones from a butcher shop and examine their structure. Have butcher split a long bone to show interior structure. Examine bone with hand lens. 4. Discuss importance of both mineral and organic matter. Relate these substances to the foods needed. 5. Examine a joint from the butcher shop to discover how nature constructs a joint to eliminate friction. 6. Locate various types of joints in the body and demonstrate kinds of movements possible. 7. Discuss significance of pains in the joints and the meaning of rheumatism and arthritis.
<p>Structure of bones:</p> <p>Long, heavy bones lightened and strengthened by hollow canal.</p> <p>Hard exterior and more open, porous interior.</p> <p>Fibrous covering for protection and nourishment.</p> <p>Ligaments fasten bones together.</p> <p>Joints:</p> <p>Variety of movements possible because of different kinds of joints.</p> <p>Structure of joints to get ease of movement with little friction.</p>	

Content	Teaching Procedures and Suggested Activities
<p>The special structure of the foot: Bears weight and provides for movement. Cushions jars.</p>	<p>8. Show by a drawing what is meant by a dislocation. Discuss the first aid treatment.</p> <p>9. Demonstrate correct method of walking. Discuss how one can help to keep the feet in good condition. Explain causes of bunions, fallen arches and callouses.</p>
<p>G. The Growth of Muscles. The muscles as engines providing power: Muscles move the skeleton, pump blood, push air in and out of lungs, move food along in digestive tract, make speech possible, etc.</p>	<p>1. Show that all movement in the body is made possible by muscles; most of our food is burned as fuel by the muscles to provide power; the muscles produce most of the heat generated in the body.</p> <p>2. With the help of a chart show that muscles are designed in size and shape for the work they do, e.g., heavy leg muscles, delicate eye muscles, circular muscles in iris, blood vessels, etc.</p>
<p>Muscles are of many sizes and shapes.</p>	<p>3. Demonstrate the work of muscles in holding one upright.</p>
<p>How muscles work:</p>	<p>4. Show that precise movement is obtained by muscles working in pairs—one acting as a brake on the other.</p>
<p>Muscles are working even though they are not producing movement. Muscles work in pairs that are antagonistic to each other.</p>	<p>5. Discuss the coordination of muscles developed by practice, e.g., learning to skate or play tennis. Relate the development of this coordination to ease and grace of movement.</p>
<p>Well-trained muscles develop a remarkable degree of coordination.</p>	<p>6. Discuss the meaning of muscle tone; cause of flabby muscles.</p>
<p>Well-developed muscles improve one's health and appearance.</p>	<p>7. Make a simple diagram of a muscle relaxed and tensed.</p>
<p>Benefits of exercise.</p>	<p>8. Discuss the importance of training for athletic events.</p>
<p>Importance of rest. Need for a good diet rich in protein and other protective foods.</p>	<p>9. Have a committee report on the scientific reasons for fatigue.</p>
<p>Learning to use muscles with economy. Good posture is dependent upon well-developed muscles.</p>	<p>10. Discuss the saying, "A change of work is as good as a rest."</p> <p>11. Make out a list of the protein foods a teen-ager should have each day.</p> <p>12. Discuss the economy of movement in a well-trained athlete, e.g., a figure skater, a baseball star.</p>

GRADE VII — UNIT VIII — CONTRIBUTING TO SAFETY IN THE HOME

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventure" and "bad adventure." For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use his own judgment in teaching safety measures that are important in safeguarding the lives of the children in his class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE VII

In Grade VII emphasis is placed on safety in the home. About one-third of all fatal accidents occur in the home, and since statistics show that the very young and the very old are particularly susceptible to home accidents, it is important to develop in this age group a feeling of responsibility for safeguarding younger brothers and sisters and old people who may be living in the home.

GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of cooperative efforts of teachers, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part of school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations, and personal behavior. Again, this section should be adapted to the particular needs

of the community since there will be a considerable difference in the approach in urban centers from that in rural areas. Illustrative material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

GRADE X

In Grade X students study Canada's accident picture as a national public health problem. The course is designed to give an overview of the safety problem in industry, transportation and recreation and, in addition, to prepare students to play their part in national defence. Considerable emphasis should be placed on the psychology of safety with a study of factors related to accident-proneness, such as emotional conflicts. At this grade level playing one's part as a citizen in protecting others, assisting in disasters, and working for safety measures in all our activities should be stressed.

SPECIFIC OBJECTIVES

Understandings

As an outcome of work in this unit the student should have acquired the following understandings:

1. Knowledge and application of safety measures is essential.
2. The majority of accidents in the home can be prevented if care is exercised.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of safeguarding others as well as himself in the home.
2. The skill required to practice first-aid measures when the occasion demands them.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Awareness of his share in the prevention of home accidents.

REFERENCES

Your'e Growing Up, Pp. 220-228, 233-248.

Safety pamphlets, Alberta Safety Council, 9656 Jasper Avenue, Edmonton.

First Aid to the Injured is a good reference.

OUTLINE OF UNIT VIII

- A. Falls
- B. Fire

- C. Poisons
- D. Cuts and Wounds
- E. Asphyxia

GRADE VII — UNIT VIII — CONTRIBUTING TO SAFETY IN THE HOME

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. Falls.	
1. Age is a factor in falls.	1. Falls are most likely to occur in the age group over sixty-five. Stress one's responsibility to old people and also to children.
2. How and why falls occur.	2. Make a bar graph to show relative importance of the various causes of accidental deaths.
3. Places where falls are likely to occur.	3. Discuss factors contributing to falls such as loss of control of sleds, bicycles, nervous tension, hurry, carelessness.
4. Steps to take to reduce falls to a minimum.	4. Some people are accident-prone. Can you explain why?
5. What to do if you fall.	5. Make a survey of your home and list places where falls are likely to occur. What home activities are likely to lead to falls?
6. First aid for falls.	6. Write to the Alberta Safety Council, Edmonton, for free pamphlets on safety education. Make a file of these for your library.
	7. Check your library to find out if you have some good standard references in First Aid.
	8. Falls frequently lead to sprains, dislocations and fractures. Find out how to give first aid for these injuries. Conduct classroom demonstrations.
	9. Any severe injury is accompanied by shock. What is the meaning of shock? Discuss the treatment of shock.
B. Fires.	
1. Causes of fires in the home.	1. Show that three factors are necessary for fire—air, fuel and ignition temperature. Do simple experiments to prove this, observing necessary precautions.
2. Prevention of fire hazards.	2. Develop a list of fire hazards common in many homes, e.g., electrical connections, heating systems, lamps, carelessness with highly inflammable fluids such as kerosene and gasoline, poor housekeeping, smoking.
3. What to do in case of fire—how to get help.	
4. How to put out a fire.	
5. First aid for burns.	

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. Learn how to turn in a fire alarm. 4. Discuss types of fire extinguishers. 5. Develop a set of rules to guide one in coping with fire at home. 6. Demonstrate first aid treatment for a burn. 7. Invite a fire marshall or fireman to speak to your class.
<p>C. Poisons.</p> <ol style="list-style-type: none"> 1. What constitutes a poison. 2. Preventing poisoning. 3. First aid for poisoning. (Food poisoning as a special type of poisoning is discussed in Unit IV, Grade VIII). 	<ol style="list-style-type: none"> 1. Stress the idea that many ordinary substances, such as overdose of medicine, may act as a poison especially to young children. 2. Plan a well-kept medicine cabinet. Emphasize importance of correct labelling, throwing away old medicines, not taking medicines in the dark, keeping poisonous substances beyond the reach of small children. 3. Discuss one's responsibility to protect young children. 4. Find out the treatment for a few common poisons.
<p>D. Cuts and Wounds.</p> <ol style="list-style-type: none"> 1. Causes and prevention. 2. Hemorrhage. 3. First aid for wounds. 	<ol style="list-style-type: none"> 1. Develop a check list that would be helpful in reducing "cutting" and "piercing" accidents around the home. Stress care, orderliness and thoughtfulness. 2. Demonstrate the care of cuts and bruises. Stress how to prevent infection. Discuss the meaning and signs of inflammation. 3. Learn how to check external bleeding.
<p>E. Asphyxia.</p> <ol style="list-style-type: none"> 1. Meaning of asphyxia. 2. Causes, e.g., mechanical suffocation, apparent drowning. 3. How to prevent asphyxia. 4. First aid measures in asphyxia. 	<ol style="list-style-type: none"> 1. Using a diagram of the respiratory system explain the various causes of asphyxia. 2. Develop a list of common-sense practices that help to prevent these accidents. 3. Conduct demonstrations on how to give artificial respiration.

GRADE VII — UNIT IX — CORNERSTONES OF SUCCESS

POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE VII

Unit IX of the Grade VII course is an attempt to stress the importance of good work habits in any job. One section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the characteristics of these people which helped them to overcome obstacles. Objective discussion of thrift habits in relation to the use of money should prove of value to students.

GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast with indifferent, half-hearted effort.

GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes towards work. The material in this unit should help to stimulate the student to begin his career planning.

GRADE X

This unit contains a more detailed approach to specific career qualifications. Each student should appraise himself in terms of aptitudes and abilities. It is expected that each student at the end of Grade X should be able to choose the broad field he wants to enter and to organize his future education in terms of the requirements demanded by this field.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. The examination of careers of successful men and women can assist in the selection of worthwhile goals.
2. The building of good work habits is important in daily living.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of doing any job well.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Respect for the contributions that others have made to the world in which he lives.
2. Appreciation for the proper use of money.

REFERENCES

About Growing Up, Chapters 31, 32, 33.

You're Growing Up, Pages 147-150.

OUTLINE OF UNIT IX

A. Biographies of Famous Men and Women.

B. Thrift Habits: Income: Expenses, and Savings.

Gifts

Clothing

Hobbies

C. Doing the Job.

Habits

Courtesy and the part-time job.

GRADE VIII — UNIT I — CORNERSTONES OF SUCCESS
(Suggested time allotment 4-5 weeks)

Contents	Teaching Procedures and Suggested Activities
A. Biographies of Famous Men and Women.	<ol style="list-style-type: none"> 1. If sources are available ask each student to outline briefly the career of one well-known man or woman and the contribution that this person has made to his country or to society in general. <i>Note</i>—This section may be used as a general summary of famous men and women that have been mentioned throughout the year. 2. Try to obtain student reaction as to why these people achieved a worthwhile reputation. 3. Make a bulletin board display of the names of men and women who have contributed to the general welfare of Canada or any other country. This material might be included in the class log or scrapbook. 4. If the school library has biographies of such men and women as Churchill, Roosevelt, Rockefeller, Nightingale, Lister, Harvey, Saunders, Marian Anderson and other men and women who have made a success in various walks of life, students should be encouraged to read some of these for free reading. 5. Have students suggest names of other successful men and women that they have "met" in their other courses. (See Unit III — Grade VII).

Evaluation Devices

Summarize with the class the qualities leading to success in the case of the people whose biographies have been read. Note the ability they displayed in overcoming obstacles.

Contents	Teaching Procedures and Suggested Activities
B. Thrift Habits: Income, Expenses and Saving.	<ol style="list-style-type: none"> 1. Ask the class to discuss situations in which money is spent reasonably or foolishly.

Content	Teaching Procedures and Suggested Activities
1. Gifts 2. Clothing 3. Hobbies References: <i>About Growing Up.</i> Ch. 32, "My Own Money and How I Spend It." <i>You're Growing Up.</i> Pp. 147-150, "Managing Your Money".	2. Ask students to make a budget of their own weekly expenditures. They might discuss the following: "Is it better for me to stay within my budget, to ask Dad for more money, or to try to earn money for spending?" 3. Encourage general discussion by the class on the question of gifts. 4. Ask the members of the class to list individual ways that they have found for earning money. 5. Why should some part of the money a person receives be saved? Encourage discussion on the effects of motivation. 6. Ask three students to outline what they would do if they were to receive \$10.00 with no strings attached. Have the class rate the value of each of the three reports.

Evaluation Devices

1. Prepare a multiple-choice type test in which the students are asked in each question to express their choice of several situations respecting the use of money.
2. For review purposes prepare with the aid of the class a fairly complete list of hobbies for Grade VII students and have them suggest those that are of value in obtaining information about a possible career, and those that can be used to provide pin money. (Making artificial flowers, experimenting with grains and new strains of flowers.)

Contents	Teaching Procedures and Suggested Activities
C. Doing the Job. 1. Habits.	1. Discuss some common habits of students in the classroom. Ask the students to list in parallel columns good habits and bad habits that Grade VII students possess. The teacher should not attempt to direct their thinking but should encourage free expression. 2. Assign to a special committee the task of preparing a report for presentation to the class on the subject, "How habits develop".

Content	Teaching Procedures and Suggested Activities
<p>2. Courtesy and the part-time job.</p> <p><i>Note</i>—This may be correlated with Unit V, Section I, Topic C, "Courtesy".</p> <p>Reference:</p> <p><i>About Growing Up.</i> Ch. 31, "Learning to Work for Wages". Ch. 33, "Summer Plans."</p>	<p>3. Have the students list the various factors and conditions that lead to success of a constructive kind.</p> <p>4. Ask each student to list the kinds of vocations for which he feels that politeness and courtesy are essential.</p> <p>5. Have the members of the class dramatize correct and incorrect ways of answering the telephone. Ask them to account, if possible, for poor telephone manners.</p> <p>6. Develop a class list of situations requiring politeness on the street, at home, and at school.</p> <p>7. Ask the students to bring up illustrations of lack of courtesy that they have observed on the street.</p> <p>8. Assign a committee of girls to report to the class the problem of how baby sitters should act in relation to their employer, and how to act in their employer's home.</p>

Evaluation Devices

Prepare a list of situations in which success of a kind is achieved. Ask the students to mark the situations in which they agree success is warranted. The statements should be discussed and the students required to check their work.

UNITS FOR GRADE VIII

GRADE VIII — UNIT I — SUCCESS IN SCHOOL

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE VII

This unit should help the student to adjust himself to the changes his school situation may have undergone.

In Grade VII some emphasis is given to problems arising from the transition of the student from elementary school to junior high school. To the end of Grade VI his school program has been largely of the activity type and he is now brought into contact with more formal subject-matter instruction. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. Also, the student is often unfamiliar with study assignments. Discussion of study habits and skills may serve the purpose of getting him off to a good start so that he can develop sound methods of study. Even though many students will continue under a one-teacher arrangement and often with more than one grade in the same room, they will be expected to do a good deal of research in connection with assignments and will be called upon to prepare and present reports.

Students in Grade VII can benefit by participating in the activities sponsored by the Students' Union. Often the student will become a member of a Junior High School Students' Union. In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student-sponsored activities. The student should be aware of the part he can play in developing school spirit.

GRADE VIII

The courses in Grades VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and the maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teaching is doing.¹ The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

1. See Junior High School Curriculum Guide for Literature, and Reading for Meaning.

During the second year of his junior high school life the student can be expected to take a more active part in the extra-curricular program by serving on committees and by assuming more responsibility for school activities generally.

GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems very appropriate. However, the final examinations are but one of the ends that such discussions serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable. The direction of the students' efforts in examining study techniques and learning skills should be toward self-improvement and further development of specific skills. The Grade IX student should assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school, especially in setting an example for the younger students.

GRADE X

This unit should attempt to make more purposeful the study methods required at this grade level. At the same time the student should be brought to see that a well-planned school program will provide opportunity for the development of extra-curricular interests. He should be encouraged to appreciate the fact that further education and training will enable him to meet competition which he may face in his future life. The student should acquire some insight into clear thinking by studying motivation and emotions as they affect learning.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should acquire the following understandings:

1. Effective reading skills are very important in order to do successful school work.
2. Successful student organization requires able, dependable officers and alert, co-operative members.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to call a meeting to order and act as chairman.

2. The ability to vary his rate of reading in accordance with his purpose.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to work on a "service" committee.
2. Responsibility for carrying out his duties at school.

REFERENCES

Being Teen Agers, Chapters 2, 13, 14, 15, 19, 20.

Into Your Teens, Pages 41, 42, 44, 48, 50, 324, 325, 333.

NOTE:

In addition to the usual evaluation devices and methods (which will be used in this course as in other courses) sections will be generally concluded by one or more suggestions as to possible evaluation of the material.

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

OUTLINE OF UNIT I

SECTION I — OUR SCHOOL

A. Organization

- Staff
- Buildings
- Equipment
- New pupils
- Special services
- Regulations

B. Deportment

SECTION II — STUDENT ACTIVITIES

A. Election Procedures

B. Students' Union

C. Classroom Organizations

SECTION III — STUDY

A. The Value of Efficient Reading Skills

- Reading for information
- Skimming

The overview
 Evaluation of reading
 Improvement of reading

B. Techniques of Study
 Good methods
 Interest

C. Tests
 Reasons for tests
 Preparation for tests
 Writing of tests

D. Outlining

SECTION IV—THE SCHOOL PROGRAM

A. Grade IX
 General regulations
 Compulsory courses
 Exploratory courses

B. Grade IX and High School

C. Why Go to School?

GRADE VIII — UNIT I — SUCCESS IN SCHOOL (Suggested Time Allotment 2-4 Weeks)

SECTION I — OUR SCHOOL

Contents	Teaching Procedures and Suggested Activities
A. Organization Staff Equipment Buildings New pupils Special services Regulations	<ol style="list-style-type: none"> 1. Suggested activities are outlined in the Grade VII course. Care should be taken to see that activities are not repeated in the second year. Where there is possibility of repetition a brief review of the previous year's work should prove sufficient. 2. Services provided by the school could be explained and those people who provide the service, such as the nurse and the counselor, might be introduced to the class. 3. Arrange with the principal for a students' assembly early in the fall term at which he will outline the regulations and explain how they are to be observed.

Content

Teaching Procedures and Suggested Activities

What officers are needed for student government and what are their responsibilities?

What is meant by the term "agenda"?

5. Consider in the class the question of promotion by the Students' Union of activities which are acceptable to the majority of students, e.g., table tennis, group games, skating clubs and swimming. Show how democracy develops cooperation and leadership, and is tolerant of all activities that provide freedom of participation and encourage common grounds for association.
6. Discuss the possibility of "service" as part of the aim of the Students' Union. As an example, it is possible to hold a "shower", in conjunction with social events, for miscellaneous small comforts for projects of the Provincial Red Cross. The Junior Red Cross authorities can be contacted for current needs in their hospitals and camp. Service and entertainment is also possible for local organizations.

C. Classroom Organization.

1. Make use of the room organization to elect the officers responsible for planning and execution of various projects during the year.
2. Select "service" groups which will have charge of such activities as:

Helping to select films and to arrange for their projection. Selecting special speakers and conducting the programs when these visitors are present.

Choosing places of business and industry for field trips, and assuming responsibility for arrangements.

Evaluation Devices

Prepare slips of paper, each containing some point of procedure in carrying on a meeting, such as "obtaining the floor" and "call to order". Pass them out among members of the class. Each person will be asked to discuss or demonstrate the correct procedure indicated on his slip of paper. After several sessions have been presided over by the class officers, appoint a member of the class to review the minutes taken by the secretary and summarize them in terms of the degree of participation by all students of the class. Following his report the class should evaluate the effectiveness of: (a) Individual participation; (b) Class government. The members can indicate possible improvements which might be made.

SECTION III — STUDY

Content	Teaching Procedures and Suggested Activities
<p>A. The Value of Efficient Reading Skills.</p> <p>Reading for information.</p> <p>Skimming</p> <p>Reference : <i>Being Teen Agers</i> Ch. 13, "Reading to Learn."</p> <p>The overview</p> <p>Evaluation of reading</p>	<ol style="list-style-type: none"> 1. Develop an outline of steps to be taken in reading for information. 2. Using a newspaper, discuss how to read quickly and pick out the news value in an article. 3. Ask the class to develop a list of situations, with examples, where skimming is of specific value. 4. Develop a chart of specific points on, "How to Skim". 5. Decide by discussion when an overview of the "field" is necessary and how one would obtain an overview. 6. Ask the students to make a list of definite criteria which can govern the validity of what we read. This can be made very concrete by relating it to a Social Studies topic under present or recent discussion. The aim should be towards a constant appraisal of what we read, followed when possible and as soon as possible, by a firm but flexible decision. 7. "When we read, we should sort out the fact from the opinions of the writer". Discuss the value of reading for facts and reading for opinions. The statement can be related: <p style="margin-left: 40px;">To outlining, which is often factual for the student at this level.</p>

Content	Teaching Procedures and Suggested Activities
Improvement of reading	To a Social Studies topic for concrete application and example. To uncontrolled reading in periodical literature.
B. Techniques of Study Good methods.	<i>Note</i> —This topic should be correlated with Social Studies and English.
References:	8. Difficulties in reading may bring poor results in school work. What sources of assistance are available to the student to help him overcome his difficulties? What checks can the student use to determine his success?
<i>Into Your Teens</i>	1. Discuss in an open forum the different methods of study suggested by various pupils. List these on the blackboard for later comparison with approved study methods.
P. 41, "School Troubles."	2. Draw a chart on the blackboard to show the ideal arrangement of a student's study time.
P. 42, "What are Your School Worries?"	3. Have the students list all the disturbances which occur during a study period. How can these be eliminated?
P. 44, "The Problem of Homework."	Discuss.
P. 48, "Television and Homework."	Reading for Meaning.
"That Subject You Don't Like."	Junior High School Curriculum Guide for Literature.
<i>Being Teen Agers</i> Ch. 14, "Study Time."	4. Have the class write in paragraph form a description of how each student plans to avoid failure in his poorest subject. Read a few of these paragraphs to the class for criticism and suggestion. Names should not be mentioned.
Interest	5. Discuss the possible effects of written work on language used in conversation.
	6. Have a committee carry out a poll of the class where each student would be asked to state his courses in order of preference, giving reasons for his preferences. A summary of the poll should be made after which discuss-

Content	Teaching Procedures and Suggested Activities
<p>C. Tests.</p> <p>Reasons for Tests</p> <p>Reference:</p> <p><i>Being Teen Agers</i> Ch. 15.</p> <p>Preparation for tests.</p> <p>References:</p> <p><i>Into Your Teens.</i> P. 50, "You and Tests."</p> <p><i>Being Teen Agers</i> Ch. 15, "How to Take Tests."</p> <p>Writing of Tests</p> <p>Outlining.</p>	<p>sion should be directed to seeking means of overcoming dislikes. Discuss reasons for the likes and dislikes of various school courses. "Success through study" may be discussed.</p> <ol style="list-style-type: none"> 1. Arrange an informal debate on the topic, "Tests are important". Develop a summary of the points which have value. 2. Ask a student to report on the reasons for tests. 3. Have a committee poll a chosen list of adults on the same topic. Develop a summary of points. 4. Consider the question, "Why do adults differ from many teen-agers in their views on a subject?" The aim is to establish a positive approach rather than the acceptance of the inevitable. 5. Develop a check list of preparation techniques by: <ul style="list-style-type: none"> A poll of students' suggestions. A poll of teachers' suggestions. A summary from chapter 15, of <i>Being Teen Agers</i>. 6. Develop a check list in a similar fashion to the check list above. 7. Develop the following: <ul style="list-style-type: none"> How can a good outline be made? What are the parts of a good outline? What are the advantages of a good outline? 8. Have the pupils exchange with each other their outlines of an assignment given by the teacher. Have them criticize and make an evaluation of their own outline in relation to the outline they examined. The student should acquire skill in organizing his work without wasting

Content	Teaching Procedures and Suggested Activities
	<p>too much time or effort. (Discuss this activity with the language teacher before assigning it.)</p> <p>9. "Outlining is usually grouping factual materials, but can include opinions." Discuss why and how.</p>

Evaluation Devices

1. After drawing up an approved list of study methods, design a rating scale using this list and have the students rate themselves on the use of these methods on a five-point scale.
2. Place the outline for a topic under discussion on the blackboard and have the students evaluate the outline in terms of what an ideal outline should contain.
3. Have each student make an actual record in reasonable detail of how his time for three days is spent. On completion of the record have each student criticize his own time schedule and evaluate it in terms of the amount of time wasted.

NOTE: This is not a device for criticizing the individual student but rather to give him insight into the ways in which he uses his time.

4. Have the students keep a record of their study periods for a week. On a tally sheet have them record each occasion when they interrupt their study by talking to someone, day-dreaming, sharpening a pencil or looking for a lost notebook, etc. Discuss the results.

SECTION IV — THE SCHOOL PROGRAM

NOTE: If the course is cycled this section should be taken by students in the second year.

Content	Teaching Procedures and Suggested Activities
A. Grade IX General Regulations	<ol style="list-style-type: none"> 1. Review the School Regulations outlining Grade IX courses. 2. Review the pertinent sections of the Junior High School Handbook.
Compulsory courses.	<ol style="list-style-type: none"> 3. Outline the courses that must be taken in Grade IX. How can school subjects be explored and evaluated?
Exploratory courses.	<ol style="list-style-type: none"> 4. What exploratory courses are offered in your school?

Content	Teaching Procedures and Suggested Activities
<p>B. Grade IX and High School.</p> <p>C. Why Go To School?</p> <p>References:</p> <p><i>Into Your Teens</i> P. 324, "What Good is School Anyway." P. 325, "Your Education Is an Investment in Your Future." P. 333, "You and Your Goals."</p> <p><i>Being Teen Ager.</i> Ch. 19, "Planning My Future Education." " What Good is High School?" Life Adjustment Booklet.</p>	<p>5. Have the members of the class interview the teachers of the different courses to find out the nature of the courses.</p> <p>What is the relationship of the courses in Grade IX to those offered in senior high school?</p> <p>1. Have a panel discuss the question, "Why do we come to school?" or "What is the value of schooling?"</p> <p>2. Have the pupils secure their parents' assistance in making a list of the benefits gained from going to school, particularly in relation to the high school. Have the lists brought to class for open discussion and evaluation. See "What Good is High School?" the Life Adjustment Booklet.</p> <p><i>Note</i>—This section may either be discussed or repeated late in the spring term.</p>

Evaluation Devices

Prepare a questionnaire based on the courses already taken by the pupil. This questionnaire should be designed not as a test but as an evaluation device whereby the student may, by his answers, recognize that he is more interested in one field of study than another. This may then be related to possible vocational goals and hence, used as a practical guide in the selection of electives, particularly at the Senior High School Level. Have the students draw up a plan of the courses they may propose taking in Grade IX. Ask them to give reasons for their choice of electives.

GRADE VIII — UNIT II — PATTERNS OF GROWTH

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade

to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE VII

In Grade VII the discussions are focussed on improving one's physical efficiency and appearance by setting up standards, such as those for good posture, vision, hearing and dental health, and learning to measure oneself against these standards. Health practices that will help one meet these standards are stressed.

GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and those changes in emotions and attitudes that accompany the physical changes.

GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful optimistic outlook towards life.

GRADE X

In Grade X the emphasis is shifted from personal health to learning how new life begins and develops. This phase of the unit emphasizes growth through an understanding of the marvellous properties of the cell, the mechanism of inheritance, the importance of parents, and the value of family life.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Each person has an individual growth pattern that is influenced by heredity and certain environmental factors.
2. During adolescence special adjustments must be made because of the unique growth changes taking place.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of practicing consistently good habits for eating, rest, sleep, exercise, and personal cleanliness.

2. The habit of accepting with equanimity the changes experienced in growth and development.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation of the unequal growth changes influencing appearance and outlook during adolescence.
2. Sympathy for and understanding of the difficulties others may be experiencing during the adolescent period.

REFERENCES

Good Health for Better Living, Pp. 36-37, Ch. VII (in part), Pp. 151-154, 184-191.

Into Your Teens, Pp. 13, 38-39, 69-70, 137-138, 215-219, 263.

OUTLINE OF UNIT II

- A. Factors in Individual Differences.
- B. Differences in Growth Patterns.
- C. Environmental Influences.
- D. Growth Changes at Puberty and Adolescence.
- E. Learning to Meet the Growth Changes of Adolescence.

GRADE VIII — UNIT II — PATTERNS OF GROWTH

(Suggested time allotment—3 weeks)

Content	Teaching Procedures and Suggested Activities
A. Factors in Individual Differences. (Hereditary influences on skeletal growth.)	<ol style="list-style-type: none"> 1. Discuss the influence of heredity on growth. 2. Have the students read to find the effect of body structure on weight.
B. Differences in Growth Patterns Between Boys and Girls.	<p>Appoint a committee to compare age-weight-height charts for boys and girls. Ask them to note the ages at which the greatest growth spurts occur and at which boys' heights and weights exceed those of girls and the ages at which they are less than those of girls.</p>
C. Environmental Influences.	<ol style="list-style-type: none"> 1. Discuss effect of broken homes in war-torn countries on growth of children.

Content	Teaching Procedures and Suggested Activities
<p>Effect of secure family life.</p> <p>Effect of housing conditions</p> <p>Effect of availability of health services.</p> <p>Influence of geography.</p>	<ol style="list-style-type: none"> 2. Have a committee report on conditions in Alberta that may disturb the security of the family. 3. Prepare a report on your local health services. 4. Encourage an examination of the effects of difference in soil conditions and climate on health and growth, e.g., low iodine content of some soils, cold winters in Canada. 5. Make a summary of how environment affects growth from the above discussions and reports.
<p>D. Growth Changes at Puberty and Through Adolescence</p>	<ol style="list-style-type: none"> 1. Ask the class to find out the meaning of endocrine glands and list these glands. 2. Assign to a committee the task of preparing a chart to locate the glands—thymus, thyroid, parathyroid, adrenal, pituitary, pineal, gonads. 2. Teacher explanation of the influence of hormones on growth.
<p>E. Learning to Meet the Growth Changes of Adolescence.</p> <p>Awkwardness due to unequal growth.</p> <p>Acne</p> <p>Need for exercise.</p>	<ol style="list-style-type: none"> 1. Discuss the importance of group games. 2. Have pupils prepare individual reports on care of the skin—cleanliness, keeping hands away from the face, cutting down on fats, sweets, etc. 3. Have pupils rate different activities, games, types of dancing, exercises, sports in order of preference. Ask them to give reasons for their preferences. 4. Through class discussion bring out the importance of sleep and rest and the dangers of over-exertion.

GRADE VIII — UNIT III — MAKING THE BEST USE OF SCIENTIFIC KNOWLEDGE

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilizations and traces the progress made through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE VII

In Grade VII the student learns about the beginnings of medical science and discovers the difficulties experienced by leaders in science in overcoming superstition and prejudice. The teacher may find that there is not enough time to discuss the work of all the health heroes mentioned, but the contributions of a sufficient number should be covered to develop an appreciation of what we owe to these great scientists and humanitarians.

GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that are promoting health and overcoming disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life, and that although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

GRADE X

Unit III in Grade X discusses the benefits the people of Canada enjoy through health services provided by the Federal and Provincial Governments. Pupils should be led to see that health is much more than an individual matter and that the well-being of a nation is dependent upon the co-operative effort of all its citizens in promoting national and world health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Great epidemics have almost disappeared and man is on the way to conquering the major communicable diseases.
2. The human body is an infinitely complex organism that is greatly influenced by physical and emotional factors.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of accepting for oneself scientifically recognized health practices.
2. The skill required to form discriminating judgments on the values of medical care as against self-treatment, fads, and the use of commercial products of little value.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the complex nature of the human body and the many causes and manifestations of disease.
2. A curiosity about health progress and an interest in current accounts on new discoveries in the field of health.

REFERENCES

Free pamphlets, Health Education Division, Department of Health,

“Canada’s Health and Welfare Program.”

“Your Health Services.”

“Your Health Unit.”

Health Reference Book, Health and Welfare Division, Department of Trade and Commerce, Ottawa.

“Health and Welfare,” monthly publication of the Department of National Health.

Good Health for Better Living, Chapter VI.

Into Your Teens, Pp. 262-271.

You’re Growing Up, Pp. 296-299.

OUTLINE OF UNIT III

- A. New Drugs are Helping to Conquer Germ Infections.
- B. Self-medication Can be Very Harmful.
- C. Modern Medicine Makes Use of Electronic Discoveries.
- D. Understanding Personality Needs is Helping to Promote Health.

GRADE VIII — UNIT III — MAKING THE BEST USE OF SCIENTIFIC KNOWLEDGE

(Suggested Time Allotment 4-5 Weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. New Drugs are Helping to Conquer Germ Infections.</p> <p>The sulfonamides: Scientists have learned to make chemical compounds that kill disease germs in the body.</p> <p>The antibiotics: Scientists have learned that one form of life can kill other forms.</p> <p><i>Note</i>—Section in <i>You're Growing Up</i>, dealing with antibiotics.</p>	<ol style="list-style-type: none"> 1. Review the story of Paul Ehrlich and his discovery of the first "magic" bullet". 2. Make a simple explanation why coal-tar can be made into so many compounds, e.g., dyes, carbolic acid, aspirin, saccharine. Relate this simple explanation to the manufacture of sulfa drugs. 3. Have the students list some of the sulfa compounds. Explain why sulfa drugs can only be purchased with a doctor's prescription. 4. Explain some simple principles of ecology, i.e., the relation of organisms or groups of organisms to their environment. Relate this to the discovery that millions of microbes in the soil are constantly destroying each other. Show how this knowledge led to the discovery of antibiotics. 5. Name some of the antibiotics. Have individuals report on the discovery of penicillin and streptomycin. Make a file of information on antibiotics for use in the school. Discuss some of the great benefits from the discovery of sulfa drugs and antibiotics.
<p>B. Self-medication Can Be Very Harmful.</p> <p>New drugs should be used only upon the advice of a physician.</p> <p>Patent medicines can be harmful because this form of treatment delays accurate diagnosis and scientific treatment.</p> <p>Headache remedies are used too frequently.</p>	<ol style="list-style-type: none"> 1. From current magazines or other sources ask the class to find out what they can about ACTH and Cortisone. Make a sketch of the body and locate the glands from which these hormones are derived. 2. Name and mark the glands that secrete hormones needed for the following: growth, combustion of food, use of sugars by the cells. 3. Ask the class to make posters to illustrate the dangers of self-medication.

Content**Teaching Procedures and Suggested Activities**

The claims of preparations such as hair tonics, blood tonics, mouth washes, weight reducers, cough and cold remedies should be examined carefully before they are purchased and used.

The Department of National Health and Welfare prevents the sale of medicine for cancer, tuberculosis, and syphilis.

C. Modern Medicine

Makes Use of Electronic Discoveries.

The X-ray and fluoroscope have become indispensable in accurate diagnosis.

Electrocardiographs and electroencephalograms help to discover heart and brain diseases.

Radium and atomic tracers are becoming increasingly important.

The electron microscope is increasing our knowledge of germs, especially viruses.

4. Discuss with the class the reasons why the Federal Government has put restrictions on the sale of sulfa drugs and antibiotics.
5. Collect advertisements of patent medicines and analyze their claims.
6. Headache remedies mask the cause of the headache. Investigate the danger in this.
7. Appoint committees to prepare answers to the following:

What harm is done by taking laxatives frequently?

Scientific reasons why hair tonics cannot make one's hair thicker.

What is a good homemade mouthwash? (e.g., salt and water or soda and water).

Why medicines for cancer and tuberculosis are not available in the drugstores.

1. Ask a committee to report on the term, "electronic energy" discoveries and their uses in the field of medicine. Information may be found in Physics books, magazines and newspaper articles.

Content	Teaching Procedures and Suggested Activities
<p>D. Understanding Personality Needs is Helping to Promote Health:</p> <p>Tensions and unhappiness cause poor physical health.</p> <p>Good mental health is dependent upon understanding one's personality needs.</p> <p>Health faddists show signs of poor mental health.</p> <p>Many people become too concerned over their health and show signs of being neurotic.</p> <p>Great advances have been made in treating mental illnesses.</p> <p>(See also Unit V, Grade VIII.)</p>	<ol style="list-style-type: none"> 1. Discuss basic personality needs such as: need for affection, for belonging, for independence, for achievement, for social approval, for self-esteem. 2. Show how various everyday drives are efforts to fulfill these needs, e.g., the drive to make money, to join clubs, to dress appropriately, to play games well, to be asked to parties. 3. Discuss the relationship of human drives to behavior. 4. "Actions speak louder than words," is a commonplace that is sound. Ask the class to write a paragraph explaining the foregoing statement. 5. Have the students list in their notebooks, in three parallel columns, the names of well-known characters (from real life or fiction), the types of behavior, and the various drives which they believe are responsible for certain behavior. 6. Conflicts may be resolved in many ways. Discuss good and poor ways of overcoming conflicts. 7. Ask for reports on the following: What is meant by the so-called "nervous breakdown?" It has been said that anxiety associated with a conflict may bring on a cold. Why? Other physical diseases related to conflicts are indigestion, asthma, hives, eczema, stomach ulcers. Can you explain this relationship? Some people explain this in relation to emotional disturbances. 8. Compare with the class old and new ways of treating mental illnesses. 9. The key to the modern treatment of mental disease is understanding the patient's history and background. Ask the class to determine the reasons why they consider this so important.

GRADE VIII — UNIT IV — MAKING THE BEST USE OF THE BODY'S DEFENCES

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and in promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE VII

In Grade VII emphasis is placed on the common cold and other respiratory infections that are so prevalent in schools. In fact, the National Committee for School Health Research found in its study of absenteeism among school children that respiratory infections accounted for one-half the days lost for medical causes. Rheumatic fever is considered here because it usually begins with a form of respiratory infection. The seriousness of rheumatic fever should be stressed since it frequently attacks persons in this age-group.

GRADE VIII

In Grade VIII students study the various ways in which the body can protect itself against disease and the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, why one person reacts differently to another with the same infection.

GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious diseases to what the individual can do to prevent the spread of communicable diseases at home, in the school, and in the community. Students should develop a watchful and critical attitude towards practices that spread disease germs, and should acquire a high sense of responsibility in carrying out measures that will protect others. Students should be aware of steps being taken by their local health department to prevent the spread of disease.

GRADE X

At the Grade X level the student finds out what responsibility is assumed by the Provincial Department of Health in protecting people from communicable diseases. It is important to make students aware of the various ways in which their own community benefits from provincial services and what part the community's local health services play in assisting the Provincial Department of Health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. The body defends itself against disease germs by a number of protective mechanisms.
2. An individual can assist the body's defences by simple, scientific health practices.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The skill required to form habits that are conducive to protection against infectious diseases.
2. The ability to recognize the importance of immunization for specific diseases and to take steps to receive adequate protection.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in finding out about the various structures that help protect the body against invading organisms.
2. Appreciation of the immunization procedures that assist the body in defending itself against disease germs.

REFERENCES

Good Health for Better Living, Chapter I, Chapter VI, Pp. 172-174, 219-230, 255.

Into Your Teens, Pp. 134-139, 215-229, 250-251, 257-261.

For Healthful Living (Grade VII reference), Chapter VI.

Food pamphlets, Provincial Nutritionist, Department of Health, Edmonton.

OUTLINE OF UNIT IX

- A. Disease Differs in its Effects from One Individual to Another.
- B. The Body Has Special Protective Mechanisms.
- C. The Body Learns to Defend Itself Against Harmful Organisms.
- D. Many Factors Influence the Resistance of the Body to Disease.

GRADE VIII — UNIT IV — MAKING THE BEST USE OF THE BODY'S DEFENCES

(Suggested Time Allotment 3 Weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Disease Differs in its Effects from One Individual to Another (each person is a different kind of host to the invading organism.)</p>	<ol style="list-style-type: none"> 1. Inheritance may be a factor in disease resistance. Discuss this point. 2. Discuss such factors as maturity, weight, sex and personality differences in disease resistance. 3. Ask for committee reports on the following: <ul style="list-style-type: none"> Whooping cough is extremely serious in older children. Young people are more susceptible to polio. Overweight and underweight lower resistance. Nervous, tense people, who tire easily, are likely to be more susceptible to disease.
<p>B. The Body Has Special Protective Mechanisms.</p> <p><i>The Skin</i> acts like a protective envelope to keep out harmful substances.</p> <p><i>The nose</i> has a special structure to clean, warm and moisten air.</p> <p><i>The tears</i> help to keep the eyes free of germs.</p> <p><i>The white blood cells</i> act like policemen and increase their forces when necessary.</p> <p><i>Fever</i> retards the growth of germs.</p>	<ol style="list-style-type: none"> 1. List with the class ways in which the protective armour of the skin can be broken, e.g., cuts and abrasions, insect bites, poor nutrition (especially a diet high in sugar and low in protective foods) and presence of dirt. 2. Have a student place on the blackboard a diagram of the nose showing the connecting sinuses. Discuss the importance of these openings. Bring out the fact that the air must pass over a great area of warm, moist membrane. Discuss the value of the cilia and the mucus. 3. Show on a chart the position of the tear glands and the tear ducts. Show why it is not necessary to wash the eyes or use any kind of drops in the eyes. 4. Ask the students to make individually a drawing showing white blood cells fighting bacteria. Have them explain how white blood cells pass through a capillary wall.

Content	Teaching Procedures and Suggested Activities
<p>C. The Body Learns to Defend Itself Against Harmful Organisms.</p> <p>Antibodies are manufactured by cells to protect themselves. The blood distributes the antibodies. There are two ways of making the body develop protective antibodies:</p> <ol style="list-style-type: none"> (1) The disease itself; (2) Vaccines and toxins. <p>We sometimes use ready-made antibodies, that is, we take them from other people or animals.</p>	<ol style="list-style-type: none"> 5. Outline what a doctor can learn by making a white blood cell count. 6. Discuss the normal temperature of the body. Demonstrate the use of a clinical thermometer if one is available. 7. Give reasons why a fever helps to protect the body. 1. Discuss the meaning of the word antibodies. Can one inherit antibodies? 2. Ask the class to list the diseases for which they might have antibodies and tell why. 3. Appoint a committee to find the answer to the following question: Why do we give booster or reinforcing doses of diphtheria toxoid? 4. Construct with the class a chart showing the diseases a person should be protected against by immunization, and about what age he should have this protection. 5. Ask the students to find out by research the difference between a vaccine and a toxoid. 6. Explain how antitoxin is obtained.
<p>D. Many Factors Influence the Resistance of the Body to Disease.</p> <p>Favorable:</p> <ul style="list-style-type: none"> good circulation of the blood; a well-selected diet rich in protective foods. 	<ol style="list-style-type: none"> 1. Games and exercise improve the circulation of the blood. Ask each student to write a note on why this would increase his resistance to disease germs. 2. Review the work of vitamins A and C. Explain their role in resistance. 3. Discuss the scientific reasons why fatigue, worry, emotional upsets make one more susceptible to colds, sore throats, etc.

Content	Teaching Procedures and Suggested Activities
<p>regular hours of sleep.</p> <p>fun and relaxation.</p> <p>Unfavorable:</p> <p>fatigue.</p> <p>worry, anxiety and emotional upsets.</p> <p>consumption of alcohol.</p> <p>loss of blood.</p> <p>other infections always present.</p> <p>extremes of temperature.</p>	<p>4. Appoint a committee to study the ventilation in the classroom and how best to obtain a moving current of fresh air without drafts.</p> <p>5. Prepare with the class a list of reasons why the consumption of alcohol might lower resistance to disease germs.</p>

Evaluation Devices

Divide the class into groups and have each group work out several objective type questions on things to do to assist the body's natural defences. Pool these questions for a class test.

GRADE VIII — UNIT V — LIVING STANDARDS AND VALUES

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is the continual process of "becoming". While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence and experience. Therefore the participation of students in activities having potential character-building values is probably the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the student's becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at satisfactory understandings and attitudes.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom.

Physical energy is expressed in many ways by the adolescent. The interests of girls at this age are very dissimilar to those of boys at the same age. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Fear of ridicule and of being unpopular, oversensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE VII

The Grade VII student may find it difficult to think through cause-and-effect relationships, and care should be taken to see that group techniques are developed around the everyday experiences of the students. In later Grades many of the topics are expanded to include broader concepts. The teacher should confine the material to the Grade VII level so there will be progressive stages of difficulty in each succeeding grade.

GRADE VIII

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of person one becomes. The

understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be a growing understanding of the good qualities that one should possess.

GRADE IX

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

GRADE X

The term "personality" should be discussed in its total sense with emphasis on the relationship of standards and character to the behavior of the individual. By discussing the various factors that influence personality and behavior, the developmental aspect can be clearly illustrated.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticizing the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Good character is the individual's most important asset.
2. Growing up consists of many things—more freedom, more interests, more abilities, and more responsibilities.
3. Loyalty to one's family and friends is important.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to make friends by showing sympathy and understanding and by refraining from undue criticism.

2. The ability to distinguish between positive and negative ways of satisfying his personal needs.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Faith in ideals as expressed by a reverence for something greater than ourselves.
2. Growing responsibility by accepting his share of duties in the life around him at home, at school, and in the community.

REFERENCES

- Being Teen Agers*, Ch. 1 ,3, 4, 5, 7, 8, 10, 16, 22, 24, 26, 27, 28, 29, 32.
- Into Your Teens*, Pp. 6-9, 17-37, 61, 80-81, 87-91, 96-133, 140, 164-197, 230-234.

OUTLINE OF UNIT V

SECTION I — INTRODUCTION TO PERSONALITY

- A. All Round Boys and Girls.
- B. Personality and Character.
- C. Social Skills.
- D. Looking Your Best.
- E. Distinctive Features.

SECTION II — GUIDEPOSTS

- A. Being With the Crowd.
- B. Developing Responsibility.
- C. The Desire to Succeed.
- D. Religious Ideals, Ethical and Moral Values.
- E. Desirable and Undesirable Ways of Satisfying Our Desires.

SECTION III — LIVING STANDARDS AND VALUES

- A. Cooperation with Others.
- B. Our Behavior Yesterday, Today, and Tomorrow.
- C. Ideals at Work.

SECTION IV — SOCIAL VALUES

- A. Developing a Spirit of Cooperation in the Family.
- B. Making Friends.
- C. Date Data.

GRADE VIII — UNIT V — LIVING STANDARDS AND VALUES

(Suggested Time Allotment 6-7 Weeks)

SECTION I — INTRODUCTION TO PERSONALITY

Content	Teaching Procedures and Suggested Activities
<p>A. All Round Boys and Girls.</p> <p>References:</p> <p><i>Into Your Teens</i>, P. 6, "Real Life Problems." P. 8, "Growing Up" <i>Being Teen Ager</i> Ch. 1, "All Round Boys and Girls."</p>	<p>Discuss with the students the importance of living a well-balanced life. (See Unit II for correlation with health aspects.)</p>
<p>B. Personality and Character.</p> <p>Reference:</p> <p><i>Being Teen Ager</i> Ch. 3, "Personality Plus".</p>	<p>1. Analyze with the class the description of the traits or qualities outlined below:</p> <p>Character. Courage, sincerity, loyalty, honesty, faith, love and self-sacrifice, cooperative spirit are traits of character desirable and essential in any good personality.</p> <p>Honesty. People in general have little use for the person who is dishonest or untruthful. No matter how clever such a person is, sooner or later these habits will come to light. Does cheating in school work pay? If one is not discovered he is worse off for he has cheated only himself.</p> <p>Loyalty. This implies faith and devotion, and an unwillingness to desert a cause or a friend unless that cause or friend proves unworthy. It is important to be able to distinguish between loyalty to what is right and loyalty to what is wrong. We must be loyal to ourselves, especially to our ideals and standards. This loyalty requires us to be careful about the kinds of amusements we choose, the literature we read, and the personal habits we acquire.</p> <p>Dependability. Let others see that they can rely on you. Be accurate in what you say and punctual in what you do.</p>

Content	Teaching Procedures and Suggested Activities
<p>C. Social Skills</p> <p>References:</p> <p><i>Into Your Teens</i> P. 80, "A Party in the Offing." P. 97, "These Feelings of Uncertainty". P. 102, "Test Your Social 'Know-How'". P. 121, "Some Interesting News." P. 122, "Accepting Yourself as a Boy or Girl". P. 1223, "Those Stereotyped Ideas." <i>Being Teen Agers</i>. Ch. 8, "Etiquette's Easy."</p>	<p>Kindness—"A language that the deaf can speak and the dumb can understand." Consideration for others is a mark of the mature, desirable personality.</p> <p>Everyone likes a person who can smile. After a good laugh we are much less likely to be grouchy, mean, and critical. The perpetual worrier is a "wet blanket".</p> <ol style="list-style-type: none"> 2. Ask each student to write a short description of someone whom he admires explaining why he admires the person. Students should not use the real name of the person. 3. Pupils might make a list of ways in which they sometimes show a lack of will-power and self-control. 4. Ask students to try to carry on a conversation for several minutes without introducing "I" into the conversation. 1. Ask the students to consider the following aspects of manners and disposition: <p>Poise—the importance of appearing at ease and confident.</p> <p>Courtesy and tact—The Golden Rule. Rudeness never pays. Ridicule, sarcasm, and personal gibes may give one the impression that he is being clever but they hurt and have a bad after-effect.</p> <p>Temperament—The importance of self-control. Temper outbursts do not impress others. If one keeps his head he can think his way out and often gain his point. If he loses his head, he may lose everything, including his dignity. Anger comes from a lack of security or from not being in command of the situation.</p> 2. Have the class practice methods of shaking hands and meeting others, by asking half the class to act as receiving lines and the remainder as guests.

Content	Teaching Procedures and Suggested Activities
D. Looking Your Best.	<ol style="list-style-type: none"> 3. Ask members of the class to dramatize the right and wrong ways of entering a room full of people. 4. Have the members of the class hold panel discussions on the following subject: "The importance of first impressions." "A good listener." 5. Ask the class to dramatize the difference between good manners and "putting on airs". 6. Have the class make a list of the situations in which the students can practice good manners.
References:	<ol style="list-style-type: none"> 1. Ask the class to discuss the wisdom of investigating the latest fad and the importance of current styles in clothes. 2. Appoint a committee to investigate and express its opinions on the importance of being neat and appropriately dressed.
<i>Into Your Teens.</i>	
P. 109, "Some Helpful Hints for Girls".	
P. 116, "Some Tips on Good Grooming for Boys".	
<i>Being Teen Agers.</i>	
Ch. 7, "Looking-Glass Looks."	
E. Distinctive Features	<ol style="list-style-type: none"> 1. Some of the students might report on the methods developed by well-known people to overcome extreme physical handicaps. Franklin D. Roosevelt, Alex Templeton, Helen Keller are a few who were able to succeed in spite of handicaps. 2. Organize a panel discussion on the topic, "Daring to be myself."
References:	
<i>Into Your Teens.</i>	
P. 105, "Be Yourself".	
P. 109, "Making the Most of Yourself".	
P. 107, "It's Fun to be Yourself".	
P. 61, "Those Self-Conscious Feelings".	
<i>Being Teen Agers.</i>	
Ch. 32, "Daring to be Myself".	

Evaluation Devices

Summarize the work of this section either by means of check lists or an objective test. "Basic Factors in Good Personality" might be the theme.

SECTION II — GUIDEPOSTS

Content	Teaching Procedures and Suggested Activities
A. Being with the Crowd.	<ol style="list-style-type: none"> 1. Discuss with the class the following questions: How far should one go in following the crowd? How can the individual benefit by following? 2. Arrange for a panel to discuss ways and means by which an individual can remain a member of the group and yet "stand on his own feet".
B. Developing Responsibility. Reference: <i>Being Teen Agers.</i> Ch. 24, "Becoming Grown Up."	<ol style="list-style-type: none"> 1. Have the class list their particular responsibilities in the areas of (a) the home, (b) the school, (c) their clubs. Ask them to rate themselves on a five-point scale, 1 for poor to 5 for excellent, with regard to the manner in which they fulfill their responsibilities. 2. Discuss with the class the development of independence within the family area. Seek to have the students determine the reasons why their elders fail to let them have their own easy way in the matter of dress and entertainment all the time. Do not permit discussion of individual family situations. 3. Divide the class into a number of committees and have each examine in its own way the responsibilities which the individual should shoulder in the various groups to which he might belong.
B. The Desire to Succeed. References: <i>Into Your Teens.</i> P. 128, "An Older Sister Tries to Help." P. 130, "Taking Criticism" <i>Being Teen Agers.</i> Ch. 28, "When You Are in Trouble".	<ol style="list-style-type: none"> 1. Why do we want to succeed? Let the students list their reasons individually, then pool the lists, and arrange the reasons given in order of frequency. Use the reasons given as a basis for general discussion. 2. Discuss methods which the individual might use in seeking success. Are all methods desirable? Do methods change with a change of goals?

Content	Teaching Procedures and Suggested Activities
<p>D. Religious Ideals, Ethical and Moral Values.</p> <p>E. Desirable and Undesirable Ways of Satisfying Our Desires.</p>	<p>In what way does the individual reveal his character in his methods?</p> <ol style="list-style-type: none"> Determine by discussion the varying standards of success and failure. Ask some students to describe how they felt when faced with failure and tell what they did about it. Have a number of pupils report to the class on the various ways in which people may worship, with particular reference to approaches common to all religions. Do not permit criticism or unfavorable comparison. Discuss with the class the value of tolerance towards the religious faiths of those who differ from others. (Tolerance and respect for other faiths should be encouraged throughout this section.) How does the church aid in the development of character and personality? Does attendance at church involve any responsibility on the part of the individual? "He that ruleth his spirit is better than he that taketh a city." Have the class discuss this quotation.
<p>References:</p> <p><i>Into Your Tens.</i> P. 96, "Mixed Feelings". P. 140, "Just Before the Party". <i>Being Teen Agers.</i> Ch. 26, "Our Feelings Grow Up." Ch. 27, "Handling Our Emotions".</p>	<ol style="list-style-type: none"> The teacher should give consideration to the following points: <p>What are we seeking? Everyone wants to be with people, to love and be loved, and to feel that he belongs. The family or the home is the most important institution in society for satisfying the desire for mutual love and the need for belonging. Organizations such as Boy Scouts, C.G.I.T., Girl Guides and Tuxis also assist in meeting this need in boys and girls. Everyone wants to excel in some thing. We often like best what we do best, and success brings satisfaction. It is important to realize that success cannot be achieved without effort.</p>

Content	Teaching Procedures and Suggested Activities
	<p>Everyone wants to believe in something. Young people generally know a person who seems to them an ideal man or woman. The qualities of sportsmanship, loyalty and courage are admired in others. They are qualities that we would like to possess. We wish to believe in something that endures. We all need faith or religion because it gives meaning to everything.</p> <p>2. The wrong way to satisfy our desires. Sometimes we are unhappy and discontented because of unsatisfied desires. Instead of facing the problem we go around it. Bad habits are formed and undesirable personality traits may develop.</p> <p>Day-dreaming. This is only a substitute for an accomplishment. Day-dreaming can sometimes be an incentive to accomplishment.</p> <p>Temper outbursts. Shouting and blustering are often ways of attracting attention. They are not desirable ways of solving problems. Bragging. We brag to bolster our own opinion of ourselves.</p> <p>Clowning, loud laughter and pranks. Feigning illness. Imaginary aches and pains are sometimes convenient and help to evade difficulties. Sickness also brings sympathy.</p> <p>3. Have small groups of students dramatize some of the actions mentioned in 2, above.</p> <p>4. Ask a panel of students to suggest ways by which these undesirable tendencies can be controlled. After the members of the panel have expressed their opinions obtain class opinion. Attempt to develop workable conclusions.</p>

Evaluation Devices

1. Ask the student to prepare a chart of responsibilities which they should assume at school. Have them keep this chart

at the beginning of their notebook. Ask them to use a check mark each time they carry out their responsibilities on time, without being reminded. Have them put a "0" down each time they fail to carry out such responsibilities. At the end of a definite period of time have the students rate themselves in terms of carrying out their responsibilities.

2. Prepare a true-false test on the means for achieving success. Have the students score the test and determine, by discussion, how their opinions differ from those commonly accepted.

SECTION III — LIVING STANDARDS AND VALUES

Content	Teaching Procedures and Suggested Activities
<p>A. Cooperation with Others.</p> <p>Reference:</p> <p><i>Being Teen Agers.</i> Ch. 16, "Let's Talk About Teachers". Ch. 22, "Working with People".</p>	<ol style="list-style-type: none"> 1. Have the students keep a list for a week showing instances where they believe they have cooperated with others. 2. Discuss with the class how ideal cooperation can be developed in the home, the school, and the community. 3. Ask a panel of students to discuss influences which it is felt may hinder the student from cooperating in various situations. In class discussion try to determine ways by which the student can overcome these hindrances. 4. List with the class various ways in which they cooperate with others. From the list prepared discuss evidence of conscious and unconscious cooperation.
<p>B. Our Behavior Yesterday, Today, and Tomorrow.</p> <p>References:</p> <p><i>Into Your Teens.</i> P. 17, "Growing Up Mentally". P. 24, "Problems and More Problems". P. 36, "Your Troubles Don't Just Happen". P. 230, "What Do You Mean by Good Mental Health?"</p>	<ol style="list-style-type: none"> 1. Discuss the changes in responsibility which the students, individually, feel have occurred as a result of their growth from childhood to adolescence. 2. What do members of the class consider as childish behavior for teenagers? 3. Discuss the behavior of the bully, the braggart, and the clown. 4. The pupils might put on a skit to contrast the behavior of a mature person with that of one who acts childish when told that he cannot do something that he wants to do.

Content	Teaching Procedures and Suggested Activities
<p><i>Being Teen Agers.</i> Ch. 29, "How We Are Alike".</p>	<ol style="list-style-type: none"> 5. Ask the class to make a list of childish characteristics that it would like to avoid. Beginning many activities but finishing none, sulking about the weather, and interrupting conversations are illustrations. 6. The class might discuss I. Corinthians, 13:11, "When I was a child, I spake as a child, I felt as a child, I thought as a child; now that I have become a man, I have put away childish things." 7. Have the class try to classify each of the following expressions under the headings, "Social Maturity", and "Social Immaturity". <p>"Watch me", "You can't tell me", "Take my advice", "What do you think?", "I know better", "Good for you", "Get out of our way", "Let me go first", "That sounds swell", "Listen to me", "I'm right with you", "Tell me about it", "You don't know what you're talking about".</p> <p>Ask the class to add to this list.</p>
<p>C. Ideals at Work.</p> <p>Reference: <i>Being Teen Agers.</i> Ch. 29.</p>	<ol style="list-style-type: none"> 1. Arrange with some members of the class to act out this situation: Bob is trying to persuade Mike to do something which is contrary to Mike's standards. Have the group try out different ways of meeting the situation. 2. Arrange a class discussion wherein members can discuss with the whole class actions which the individual is not sure are right or wrong. 3. Have the students list incidents in which individually they feel they exercised a sense of responsibility and inner control. 4. Ask the pupils to make reports on some of the great men and women of the past whom we might discuss for the ideals they adhered to or developed. (See Unit III, Grade 7, for suggestions.)

Content	Teaching Procedures and Suggested Activities
	5. "The desire to help others should be developed." Ask a panel of speakers to state their opinions on the above subject. Provide for class suggestions to increase student understanding.

Evaluation Devices

1. Prepare a true-false test on "right" and "wrong" situations.
2. Make a list of forms of mature and immature behavior. Have the students identify each form of behavior in terms of maturity.

SECTION IV — SOCIAL VALUES

Content	Teaching Procedures and Suggested Activities
<p>A. Developing a Spirit of Cooperation in the Family.</p> <p>References:</p> <p><i>Into Your Teens.</i> See P. 164-190.</p> <p><i>Being Teen Agers.</i> Ch. 25, "Taking My Part in the Family".</p>	<ol style="list-style-type: none"> 1. Ask the student to write a paper on "The most important contributions I can make to my family." 2. Have the class consider this question: How can an individual give his family the greatest pleasure? 3. Discuss in general terms problems which an individual may have with brothers and sisters. How can these problems be solved? Do not permit personal references. 4. In class discussion bring out the need for family loyalties and how these are developed.
<p>B. Making Friends.</p> <p>References:</p> <p><i>Into Your Teens.</i> Pp. 28, 30, 87.</p> <p><i>Being Teen Agers.</i> Ch. 4, "Making Friends". Ch. 5, "Helping Others Make Friends".</p>	<ol style="list-style-type: none"> 1. Ask the students to list the ways in which they can help others to make friends. 2. Discuss in class the various difficulties which the new student in the school has to overcome. How can he be assisted by the individual student? 3. Have the students present their ideas on feelings within themselves which seem to prevent them from making friends. Try to find ways of overcoming such feelings.

Content	Teaching Procedures and Suggested Activities
<p>C. Date Data.</p> <p>References:</p> <p><i>Into Your Teens.</i> P. 99.</p> <p><i>Being Teen Agers.</i> Ch. 10.</p> <p>"Date Data for Boys".</p> <p>"Date Data for Girls".</p>	<ol style="list-style-type: none"> 4. Have the pupils list actions that cause them to rate others favorably. 5. "People are naturally kind." A discussion of this theme should prove interesting and informative to the group. 6. In order to study how affection influences another person's behavior, ask the pupils to try for three days to refrain from finding fault with someone whom they frequently criticize. At the same time ask them to show as much interest in the other person as they can. Discuss the results. 7. Ask each student to outline in essay form his reactions to the topic, "The value of friendships". 8. Appoint student committees to report to the class on the following subjects: <ul style="list-style-type: none"> It costs a lot to live. How can I contribute to friendship? Bitter words have bad effects. 1. Discuss ways of asking another to go out. Have some students dramatize this situation. 2. Draw up a list of "do's" and "don'ts" of dating for boys and girls.

Evaluation Devices

Ask the class to write on the question: "Is it necessary to lower one's standards and ideals in order to be popular?" Have the students exchange papers and evaluate the argument presented.

GRADE VIII — UNIT VI — GROUP LIFE

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable response with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE VII

The concept of the group is introduced to the Grade VII students. Care should be taken to develop the specific activities around real experiences.

GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

GRADE X

This unit should provide an opportunity for more extensive citizenship training by analyzing the possible contributions that groups can make towards school and community activities. Discussions should encourage self-examination by the individual so that he is disposed to look at his own contribution in terms of its effects on the group.

SPECIFIC OBJECTIVES**Understandings**

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. Intelligent participation in group activities is important to democratic living.
2. School life provides opportunities for learning to work together effectively.

Skills, Abilities, and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to be a leader some of the time and a good follower the rest of the time.
2. The habit of doing his part to make his community a pleasant place in which to live.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation of the value of social institutions in the community.
2. Respect for wholesome adult leadership.

REFERENCES

Being Teen Agers, Chapter 9, 12, 30, 31, 33.

Into Your Teens, Pages 34-35, 148-157, 198-205.

OUTLINE OF UNIT VI**SECTION I — GROUP LIVING**

- A. Group Study Methods.
- B. Contribution to the Group.
- C. Classroom Behavior.

SECTION II — SOCIAL INSTITUTIONS

- A. The School as a Social Institution.

- B. The Way the School Helps the Student to Adjust to His Environment.
- C. The Cooperation of Home and School.

SECTION III — DEMOCRATIC LIVING

- A. Contributing to the Community.
- B. Democracy for Boys and Girls in Everyday Living.

SECTION IV — GROUP THINKING

- A. Group Projects.
- B. Influence on the Group.
- C. Adult Leadership.

SECTION V — LEISURE TIME ACTIVITIES

- A. Group Recreation.
- B. Activities and Juvenile Delinquency.

SECTION VI — LEADERS AND FOLLOWERS

- A. Competition for Leadership.
- B. Group Planning.
- C. Progress Depends Upon Participation.

GRADE VIII — UNIT VI — GROUP LIFE
(Suggested Time Allotment 4-5 Weeks)

SECTION I — GROUP LIVING

Contents	Teaching Procedures and Suggested Activities
A. Group Study Methods.	<ol style="list-style-type: none"> 1. Have the class develop a list of ways by which each individual can contribute to better class study. 2. Discuss methods to be followed by committees in preparing written reports.
B. Contribution to the Group.	<ol style="list-style-type: none"> 1. Ask the students to suggest what they look for in their school mates. The composite picture developed will provide opportunity for worthwhile discussion. 2. In class discussion develop student understanding of how each can contribute to the group and assist in the maintenance of group standards, especially as they relate to behavior.
C. Classroom Behavior.	<p>In open forum list the ideas advanced by the students relative to classroom behavior and have the class draw up a code for such behavior. Try to have the students evaluate the responsibility of the individual for class discipline and order.</p>

Evaluation Devices

Assign as an essay topic—"Ways by which we can learn to know our fellow students." Have the students exchange their completed essays and ask them to evaluate the ideas expressed for their worthiness.

SECTION II — SOCIAL INSTITUTIONS

Content	Teaching Procedures and Suggested Activities
A. The School as a Social Institution.	<ol style="list-style-type: none"> 1. Discuss the nature of the school as one of the social institutions in the community.

Content

Teaching Procedures and Suggested Activities

B. The Way the School Helps the Student to Adjust to his Environment.

2. Discuss with the class the reasons for the minimum school-leaving age of 15 years. Determine from the discussion why it is desirable that a student obtain as much education as possible.

1. How does the school assist the student in adjusting to his immediate environment.

C. The Cooperation of Home and School.

1. Appoint a committee to interview the chairman of the Home and School Association for permission to attend one of its meetings. The committee should then report its findings to the class. Discussion should bring out the reasons for a Home and School Association and how it can and does assist the school.

Evaluation Devices

As a result of the study of this section, have the students list the causes for leaving school before completing high school and ask them to evaluate the possible effect on the future prospects of the individual concerned.

SECTION III — DEMOCRATIC LIVING

Content

Teaching Procedures and Suggested Activities

A. Contribution to the Community.

Reference:

Being Teen Agers.
Chapter 33,
"Your Community and You".

1. Discuss with the class the question of destruction of property.

2. Appoint a committee to investigate ways and means that the group can use to contribute to worthwhile living in the community.

B. Democracy for Boys and Girls in Everyday Living.

Reference:

Being Teen Agers,
Chapter 30,
"Democracy a Privilege".

1. Ask a mixed panel of boys and girls to discuss the question: "What do we understand by the term "freedom"?"

2. Review some of the advantages and purposes of a democracy.

3. Ask a group of students to dramatize a situation where prejudice is introduced to sway the thinking of the group. To summarize, the class should evaluate the effects of prejudice on their thinking.

Content	Teaching Procedures and Suggested Activities
	4. Democracy implies a certain freedom of speech, association, religion and activity. In what ways does the school encourage the development of democratic practices? What limitations must be recognized in the school situation?

Evaluation Devices

Arrange a check list of items dealing with the principles of democratic living. Have the students evaluate themselves in the practice of democracy against the list.

SECTION IV — GROUP THINKING

Content	Teaching Procedures and Suggested Activities
A. Group Projects.	<ol style="list-style-type: none"> 1. Have a boy or girl report to the class on situations in which they think that individual students might fail to act in the interests of the class as a whole. <i>This should be impersonal.</i> 2. Obtain class opinion and impressions on the question, "How do boys and girls plan activities for their groups?" 3. Have the class discuss the exercise of will-power and self-control by the individual in group activities. 4. What is the responsibility of the individual member in a group project?
B. Influence on the Group. Reference: <i>Being Teen Aged</i> , Chapter 31, "Taking Part in the Group".	<ol style="list-style-type: none"> 1. Dramatize the situation where bickering and temper displays affect the success of a team playing an important game for the school. 2. How may influences affect clear thinking within a group?
C. Adult Leadership.	<ol style="list-style-type: none"> 1. Assign to student committees preparation of reports in answer to the following questions: Does there always have to be a "boss" for groups such as athletic teams, room parties, yearbooks, etc.

Content	Teaching Procedures and Suggested Activities
	<p>Should student groups usually have adult leadership?</p> <p>How can students best enjoy school activities?</p> <p>What organizations should provide activities and to what extent should they be supervised?</p>

Evaluation Devices

Prepare in narrative form a short story telling the steps which a student took, in a confused manner, toward the solution of a problem. Have the students rearrange the details to illustrate clear thinking in arriving at a more reasonable solution.

SECTION V — LEISURE TIME ACTIVITIES

Contents	Teaching Procedures and Suggested Activities
A. Group Recreation.	<ol style="list-style-type: none"> 1. Arrange for a panel to discuss the question: "How much fun should we expect to have at school?" 2. Ask a committee to report on the responsibilities of the host and the guest at a party. 3. Discuss with the class the possibility that a party may be a difficult experience for certain individuals. Have them suggest how these people can best join in the fun. 4. Have the class draw up a check list of points to look for in selecting desirable leisure-time activities. 5. Assign committees to make a survey of the facilities available for leisure time activities in the community. Have them assess the degree to which members of the community participate in the different activities and offer suggestions as to ways and means of increasing the number of participants. 6. Obtain written student opinion on the question, "Is it possible to engage in too many out-of-school activities?"
References:	
<p><i>Into Your Teens</i>, Pages 34, 148, 150, 152, 154.</p> <p><i>Being Teen Agers</i>, Chapters 9, 12.</p>	

Content	Teaching Procedures and Suggested Activities
<p>B. Activities and Juvenile Delinquency.</p> <p>Reference: <i>Into Your Teens.</i> Pages 198, 199, 204.</p>	<ol style="list-style-type: none"> 1. Try to obtain class opinion of the question, "How can leisure time best be used in the prevention of juvenile delinquency?" 2. Arrange for various students to illustrate and demonstrate leisure time activities which interest them. A list of hobbies and means of starting them can be suggested by students. 3. Select student committees to consider and report on the following questions: <p>What are some of the reasons for delinquency?</p> <p>What suggestions can we offer for improvement of the situation?</p>

Evaluation Devices

Using a check list of points to look for in selecting good activities, have the students evaluate the activities in which they take part.

SECTION VI — LEADERS AND FOLLOWERS

Content	Teaching Procedures and Suggested Activities
<p>A. Competition for Leadership.</p>	<ol style="list-style-type: none"> 1. As preparation for an open forum on the benefits and hazards of competition, have the class prepare lists showing the desirable and undesirable features of competition. 2. Discuss the statement, "A good leader does not buy his way."
<p>B. Group Planning.</p>	<ol style="list-style-type: none"> 1. Assign to a committee the task of drawing up plans for a class party. At the same time have three or four individuals draw up similar plans by themselves. Compare the different plans on completion and discuss the effectiveness of cooperation on group planning. 2. Everyone has many feelings in common, yet within the group there may be much bickering. Discuss how this bickering can affect the work or play of the group.

Content	Teaching Procedures and Suggested Activities
C. Progress Depends upon Participation.	<ol style="list-style-type: none"> 1. Assign for panel discussion the topic, "In order to be a good leader, one must first know how to be a good follower." 2. Determine through discussion with the class the progress of the individual in the group who is always willing to "let Tom do it". 3. Have the class discuss the effects of using bribery as a means of getting something done. 4. If all members of a group recognize the contribution and importance of every other member more cooperation will be evident, thus increasing the effectiveness of the group. Why is this true? 5. Ask for student opinion on the question, "Why is it desirable for the leader to delegate authority to his followers?"

Evaluation Devices

Design a true-false test based on the desirable qualities of a good leader. After the test, in class discussion, have the students support their choices. Prepare a series of situations dealing with leadership and followership. Arrange a check list of items dealing with the rights of others. Have the students evaluate themselves against the list.

GRADE VIII — UNIT VII — ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE VII

In Grade VII the unit is introduced by a general review of factors affecting growth and the importance of daily health habits in building body structures. This review forms the basis for a more detailed study of the purpose of the skeleton, how bones grow and develop, and the factors contributing to strong, well-formed bones. The muscular system is closely related to the study of the skeleton, since the contraction of muscles aids the growth of bones and forms a protective covering for them. In studying the muscles emphasis should be placed on the part they play in the work of every system, as for example, digestion, elimination, circulation and, especially, body movements and posture. This emphasis gives sound reasons for developing strong, well-coordinated muscles.

GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units, especially how the blood protects the body against infection. Steps taken to promote the health of these systems is much more important than technical knowledge.

GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration",

and, "how oxygen is delivered to the cells' form the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

GRADE X

In Grade X students study the nervous system with emphasis on the factors influencing its work. Since the physiology of the system is difficult to understand no attempt should be made to teach in detail the various parts of the system. Students could get a general idea of its structure and plan through a chart study. Practical illustrations of how the nervous system governs and controls should be introduced. The influence of the nervous system on health and disease should be stressed and also the factors that contribute to its well-being.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Knowing how the body digests food helps one to develop good eating habits.
2. One can better protect the heart and help the body to nourish and safeguard the body by understanding the work they do.

Skills, Abilities, and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to see the relationship between good health practices and the structure and work of the digestive and circulatory systems.
2. The habit of practicing healthful living based on the information gained from a study of circulation and digestion.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Awareness that studying digestion and circulation is of value in promoting one's personal health.
2. Interest in the various types of research that have revealed the intricate processes of digestion and circulation.

REFERENCES

- Good Health for Better Living*, Chapter I, II, III.
Into Your Teens, Pp. 10-11, 145, 226-229, 242, 244, 257-261.
 Pamphlets, Health Education Division, Department of Health, Edmonton.
For Healthful Living (Grade VII reference), Chapter VI.
The Story of Blood, Canadian Red Cross Society, Calgary or Edmonton.

OUTLINE OF UNIT VII

SECTION II — THE GREAT DELIVERY SYSTEM OF THE BODY

- A. Early Ideas About the Work of the Heart and the Importance of Blood.
- B. Harvey's Work Revolutionized the Practice of Medicine.
- C. The Heart as a Pump.
- D. Heart Disease in Young People.
- E. Heart Disease in Older People.
- F. Our Transportation Lines.
- G. What is in Blood?
- H. The Nature of Shock.
- J. The Red Cross Blood Transfusion Service.

GRADE VIII — UNIT VII — ONE'S PHYSICAL
 RESOURCES AND HOW TO USE THEM
 (Suggested Time Allotment 4-5 Weeks)

SECTION I — HOW THE BODY PREPARES FOOD FOR ITS USE

Content	Teaching Procedures and Suggested Activities
A. Why We Need Food. We need food: As fuel for heat energy and for muscular or movement energy. As material with which to build tissue or repair tissue.	Ask committees to discuss such problems as: Why do we feel weak when we are hungry? Why do we have a big appetite after strenuous activity such as skating or swimming? Why does an adolescent boy often eat more than his father?

Content	Teaching Procedures and Suggested Activities
<p>As material from which to make enzymes and hormones which regulate and maintain body processes.</p>	<p>Why do poorly nourished people (e.g., half-starved people in war-torn countries) develop sores on the skin?</p> <p>Why is beriberi very prevalent in the Philippines?</p>
<p>B. What is Digestion?</p> <p>Food must be in liquid form before it can be absorbed.</p> <p>Most foods are in "storage" form, i.e., the plant or animal has stored the food in large insoluble molecules. The digestive juices split molecules so the cells can use them, that is, complex substances are broken down into simple ones.</p>	<ol style="list-style-type: none"> 1. Have a member of the class perform an experiment to show the principle of osmosis. 2. Make a diagram to show the membranes through which food must pass before it can be used by the body, i.e., intestinal wall, capillary wall, cell wall. 3. Explain the meaning of molecules; show by a diagram how complicated molecules can be broken down into simpler molecules.
<p>C. The Nature of the Digestive Tract.</p>	<ol style="list-style-type: none"> 1. Have the class sketch the digestive tract in their notebooks and mark its parts, and ask them to explain why it might be called a laboratory.
<p>D. Steps in Digestion:</p> <p>The mouth begins the digestive processes.</p> <p>The stomach has several jobs to do:</p> <ol style="list-style-type: none"> (1) Acts as a reservoir for food. (2) Begins the digestion of proteins. (3) Manufactures enzymes. <p>The small intestine carries on the major part of digestion and provides an enormous surface for absorption. The large intestine removes wastes. Bacteria in intestine probably manufacture important enzymes.</p>	<ol style="list-style-type: none"> 1. By class discussion determine answers to the following questions: (a) How have we found out about digestion? Look up the story of Dr. Baumont and Alexis St. Martin. (b) How do the X-ray and the fluoroscope help us to understand digestion? (c) What is a stomach pump? (d) Would it help to find out about digestion? 2. Ask the students to make a drawing to show the location of the salivary glands and have them outline in red the one that becomes infected in mumps. 3. Draw a diagram of a taste bud. Have the class determine why food must be in a more or less liquid form in order to taste it? Of what value is taste? 4. Appoint a committee to do the following assignment: Make a drawing of the teeth and indicate the particu-

Content	Teaching Procedures and Suggested Activities
<p>E. Appendicitis and its Nature</p>	<p>lar job of each kind of tooth. What kind of food is dangerous to teeth? Why are soft drinks and hard candy particularly harmful to them?</p> <p>5. Discuss with the class such problems as:</p> <p>(a) How much the stomach holds; how fast it empties itself; the relation of the emptying time to meal time.</p> <p>(b) One of the digestive enzymes is made into a commercial product called rennet. What is it used for?</p> <p>(c) Another digestive enzyme is known as vitamin B¹². Determine its function.</p> <p>(d) What is "heartburn"? Set down some common causes of pains in the stomach. Explain peristalsis.</p> <p>6. Ask the class to make a drawing of the duodenum showing the ducts emptying into it and write a note explaining why it carries on a large part of digestion.</p> <p>7. Discuss some of the factors that influence peristalsis and the removal of wastes, e.g., fatigue, worry, diet, amount of water consumed, etc.</p> <p>8. Discuss the harm done by laxatives, such as destroying normal peristaltic movements and removing important bacteria.</p> <p>9. Plan with the class a day's diet that would help to overcome constipation. What routine habits would be helpful also?</p> <p>Discuss the nature and position of the appendix. Explain the nature of appendicitis. Set down the signs and symptoms of this infection. What is first-aid treatment? Why should an attack of appendicitis be considered an emergency?</p>

Content	Teaching Procedures and Suggested Activities
<p>F. Food Poisoning—(a bacterial infection of food).</p> <p>Food poisoning can be prevented by cleanliness in the preparation of food and proper storage methods.</p>	<p>Discuss unscientific notions on poisoning. Stress the fact that spoiled food does not poison unless harmful bacteria are present. Answer such problems as: How could a cook with a sore throat or a bad cold start an epidemic of food poisoning. Some foods are more dangerous than others, such as ready cooked meats, cakes or pies with cream fillings—Why? Is food left in an opened can dangerous?</p>
<p>G. Food Fads:</p> <p>Raw food fad. Yogurt and molasses. Vegetarianism. Foods to prevent “acidosis”.</p>	<p>Set up criteria for choosing an adequate diet. Emphasize the importance of a wide variety of foods both raw and cooked. Discuss the dangers associated with a diet cult, e.g., in causing poor nutrition and a neurosis about food.</p>

SECTION II — THE GREAT DELIVERY SYSTEM OF THE BODY

Contents	Teaching Procedures and Suggested Activities
<p>A. Early Ideas About the Work of the Heart and the Importance of Blood.</p>	<ol style="list-style-type: none"> 1. Discuss the ideas held by the ancients that the heart brewed vital spirits and so the terms, “heartache”, “hardhearted”, etc. 2. Appoint a committee to find out what Galen taught about the circulation of the blood. 3. How do you think we acquired such expressions as “blood will tell”, “blood is thicker than water”? What would be the modern scientific explanation of these?
<p>B. Harvey’s Work Revolutionized the Practice of Medicine.</p>	<p>Discuss implications of Harvey’s work, e.g., how would his discovery affect the treatment of hemorrhages, the giving of medicines, the understanding of the need for oxygen.</p>
<p>C. The Heart as a Pump. Factors that influence its rate of pumping. Exercise and rest. Excitement.</p>	<p>Explain the meaning of pulse. Show the proper method of counting the pulse. Count the pulse while seated and after two minutes of strenuous exercise. How does the heart rest</p>

Content	Teaching Procedures and Suggested Activities
<p>Fever and infection. Goitre. Alcohol and other narcotics.</p>	<p>itself. If the heartbeat drops by 10 beats a minute while you are sleeping figure out how many beats are saved in eight to ten hours of sleep. Why does one get short of breath with strenuous exercise? Why does a period of training help to overcome this?</p>
<p>D. Heart Disease in Young People.</p> <p>Usually caused by infection that injures the heart valves, particularly rheumatic fever.</p>	<ol style="list-style-type: none"> 1. Ask members of the class to make a drawing showing a cross-section of the heart and shade the valves to show their shape and structure. 2. Discuss the nature of rheumatic fever. Appoint a committee to find in a reference book a good picture of the heart. Ask them to locate the coronary artery which nourishes the heart muscle and to discuss coronary heart disease.
<p>E. Heart Disease in Older People:</p>	<p>Make a graph to show the increase in deaths from heart disease in Canada during the past 25 years. (Canada Year Book).</p>
<p>F. Our Transportation Lines:</p> <p>The vast, continuous network of tubes we call the blood vessels.</p>	<ol style="list-style-type: none"> 1. Ask the students to trace the circulation of the blood and to name the main trunk lines. 2. Appoint committees to examine the following questions: (a) What is meant by a hemorrhage? (b) What are the principles everyone should know about checking bleeding?
<p>G. What is in Blood?</p> <p>Cells. Water. Food. Oxygen. Secretions of the glands. Protective substances.</p>	<ol style="list-style-type: none"> 1. Ask for individual reports on the life and work of the red blood cells and the white blood cells. 2. Assign for individual study <ol style="list-style-type: none"> (a) What is meant by a hemoglobin test? (b) What is the significance of a red cell count? A white cell count? (c) Keeping in mind the communicable diseases and inoculations you have had, set down the protective substances your blood is carrying.

Content	Teaching Procedures and Suggested Activities
<p>H. The Nature of Shock: The disturbance in the circulatory system caused by nervous stimulation, hemorrhage and toxins.</p> <p>J. The Red Cross Blood Transfusion Service.</p>	<p>Discuss the effect of shock on the body. Show the relation between the nervous and blood systems in this condition. Ask the students to write a note on how to recognize and treat shock.</p> <ol style="list-style-type: none">1. Assign for reading the pamphlet, "The Story of Blood", (free from Red Cross).2. Discuss why blood is matched.3. Have a panel discussion on the Canadian Red Cross Blood Transfusion Service.

GRADE VIII — UNIT VIII — MAKING THE SCHOOL A SAFE PLACE IN WHICH TO LIVE AND WORK

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventures" and "bad adventures". For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use her own judgment in teaching safety measures that are important in safeguarding the lives of the children in her class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE VII

In Grade VII emphasis is placed on safety in the home. About one-third of all fatal accidents occur in the home, and since statistics show that the very young and the very old are particularly susceptible to home accidents, it is important to develop in this age group a feeling of responsibility for safeguarding younger brothers and sisters and old people who may be living in the home.

GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of cooperative efforts of teachers, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part of school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations and personal behavior.

Again, this section should be adapted to the particular needs of the community since there will be a considerable difference in the approach in urban centres from that in rural areas. Illustrative material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

GRADE X

In Grade X students study Canada's accident picture as a national public health problem. The course is designed to give an overview of the safety problem in industry, transportation and recreation and, in addition, to prepare students to play their part in national defence. Considerable emphasis should be placed on the psychology of safety with a study of factors related to accident-proneness, such as emotional conflicts. At this grade level playing one's part as a citizen in protecting others, assisting in disasters, and working for safety measures in all our activities should be stressed.

SPECIFIC OBJECTIVES

Understandings

As an outcome of work in this unit the student should have acquired the following understandings:

1. Safety at school depends to an extent upon the cooperation of everyone connected with the school.
2. Everyone should know something of first-aid measures to be taken when accidents occur.

Skills, Abilities, and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

1. The habit of following safety rules and practices at school.
2. The skill required to practice first-aid measures when the occasion demands them.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to assume some responsibility for the safety of others as well as himself.
2. Awareness that knowledge of first-aid practices may prove vital in emergencies.

REFERENCES

Good Health for Better Living—Chapter X.
Into Your Teens, Pp. 272-307.

Pamphlet material from Alberta Safety Council, 9656 Jasper Ave., Edmonton; Alberta Motor Association, 9905 101A Avenue, Edmonton, and Canadian Red Cross, Calgary and Edmonton.

First-Aid to the Injured.

OUTLINE OF UNIT VIII

- A. Why Accidents Happen at School.
- B. Special Hazards in Various Rooms.
- C. Fire Drill.
- D. Drowning.
- E. First Aid.
- F. Why Accidents Occur Going To and From School.

GRADE VIII — UNIT VIII — MAKING THE SCHOOL A SAFE PLACE IN WHICH TO LIVE AND WORK

(Suggested Time Allotment 4-5 Weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Why Accidents Happen at School.</p> <p>Personal reasons. Faulty equipment. Poorly planned building. Other causes.</p>	<ol style="list-style-type: none"> 1. Appoint a committee to make a study of accidents that occur in the school and to determine the places in the school that hold the most hazards. 2. Study with the class the accidents that occur in sports. One such study showed that almost half the accidents occurred in unorganized activities. Find out if this holds true for your school. 3. Assign these problems for individual answer: <ol style="list-style-type: none"> (a) Why does a medical examination of each player help to make athletics safer? (b) What part does physical condition play in accidents that occur in sports? (c) Why does the knowledge of the rules and good techniques help to prevent accidents? 4. Assign for paragraph writing, "Good health is allied with safety". 5. Some people are more apt to have accidents than others. Have the class give reasons for this.

Content	Teaching Procedures and Suggested Activities
B. Special Hazards in Various Rooms:	<ol style="list-style-type: none"> 1. Develop a check list of hazards in various rooms of the school. Discuss proposed improvements with the Students' Union or Students' Council. 2. Develop a code of behavior for the gymnasium, for the halls and stairways. Emphasize thoughtfulness and responsibility towards others.
Gymnasium. Washrooms and locker rooms. Halls. Auditorium. Laboratories. Swimming pool.	
C. Fire Drill:	<ol style="list-style-type: none"> 1. Develop rules for the prevention of panic in an emergency, e.g., practice in overcoming little fears, learning how to keep one's head, consideration, etc. 2. Discuss ways of improving school fire drills.
Organization of class and school procedure in fire drills. Fire hazards at school.	
D. Drowning:	<ol style="list-style-type: none"> 1. Discuss good opportunities to learn how to swim. 2. Send to the Red Cross Society for pamphlets on water safety. Discuss these. 3. Write out a list of rules for safety in the water.
Importance of learning to swim. Learning to take responsibility for yourself and others.	
E. First-aid Facilities in Your School:	<ol style="list-style-type: none"> 1. Discuss a first-aid kit and what it should contain. Discuss use of the materials. 2. If the school has no place for sick or injured people to lie down comfortably in private, discuss means of obtaining these facilities. 3. Demonstrate with the aid of students simple first-aid procedures for small wounds, sprains, nose-bleeds, frost bites, burns, etc.
First-aid kit. Cot and blanket in a suitable quiet room. First-aid manual.	
F. Why Accidents Occur Going to and From School	<ol style="list-style-type: none"> 1. Discuss the need for a safety patrol. If an organized patrol is proposed have a committee contact the Alberta Motor Association or the local police. <i>Note</i>—See Unit I, Section I.
Importance of school patrol. Hitch-hiking, jay walking. Careless bicycle riding. Playing games on streets and highways.	<ol style="list-style-type: none"> 2. Discuss dangers of hitchhiking and jay-walking. Point out responsibilities placed on others by the people who do such things. 3. Study local regulations on bicycle riding. Develop a code of ethics for the bicycle rider.

GRADE VIII — UNIT IX — JOB UNDERSTANDING

POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE VII

Unit IX of the Grade VII course is an attempt to stress the importance of good work habits in any job. One section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the characteristics of these people which helped them to overcome obstacles. Objective discussion of thrift habits in relation to the use of money should prove of value to students.

GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast with indifferent, half-hearted effort.

GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes towards work. The material in this unit should help to stimulate the student to begin his career planning.

GRADE X

This unit contains a more detailed approach to specific career qualifications. Each student should appraise himself in terms of aptitudes and abilities. It is expected that each student at the end of Grade X should be able to choose the broad field he wants to enter and to organize his future education in terms of the requirements demanded by this field.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. Employment in the part-time job requires knowledge and application of good work habits.
2. The characteristics of different jobs in the community vary greatly.

Skills, Abilities, and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of doing part-time jobs thoroughly.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to acquire sound work habits.
2. Respect for a job well done.

REFERENCES

Being Teen-Agers, Chapters 17, 18, 21, 23.

Into Your Teens, Pp. 308-330.

OUTLINE OF UNIT IX

A. Work in the Community.

Survey of local jobs.

Satisfaction in work.

B. Learning From Work.

The school provides job training.

Part-time jobs.

GRADE VIII — UNIT IX — JOB UNDERSTANDING

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Work in the Community Survey of local jobs.</p> <p>Reference:</p> <p><i>Being Teen Agers</i>, Chapter 17, "Thinking of Future Jobs."</p>	<ol style="list-style-type: none"> 1. Prepare a list of local jobs suggested by the class and record characteristics of each job such as conditions of labor, hours of work, importance of the job, wages. 2. Ask the class to study the above list and see what advantages are offered by advanced training.

Content	Teaching Procedures and Suggested Activities
Satisfaction in work.	<ol style="list-style-type: none"> Study with the group the topic, "What to look for in a job", to bring out points that should be remembered when they seek part-time work. Assign to each student the preparation of a written report describing how one job is carried out. They should be asked to examine this job by observing men and women who are employed at this work. <p>Ask the students to list individually the factors that they consider should lead to satisfaction in part-time work.</p>

Evaluation Devices

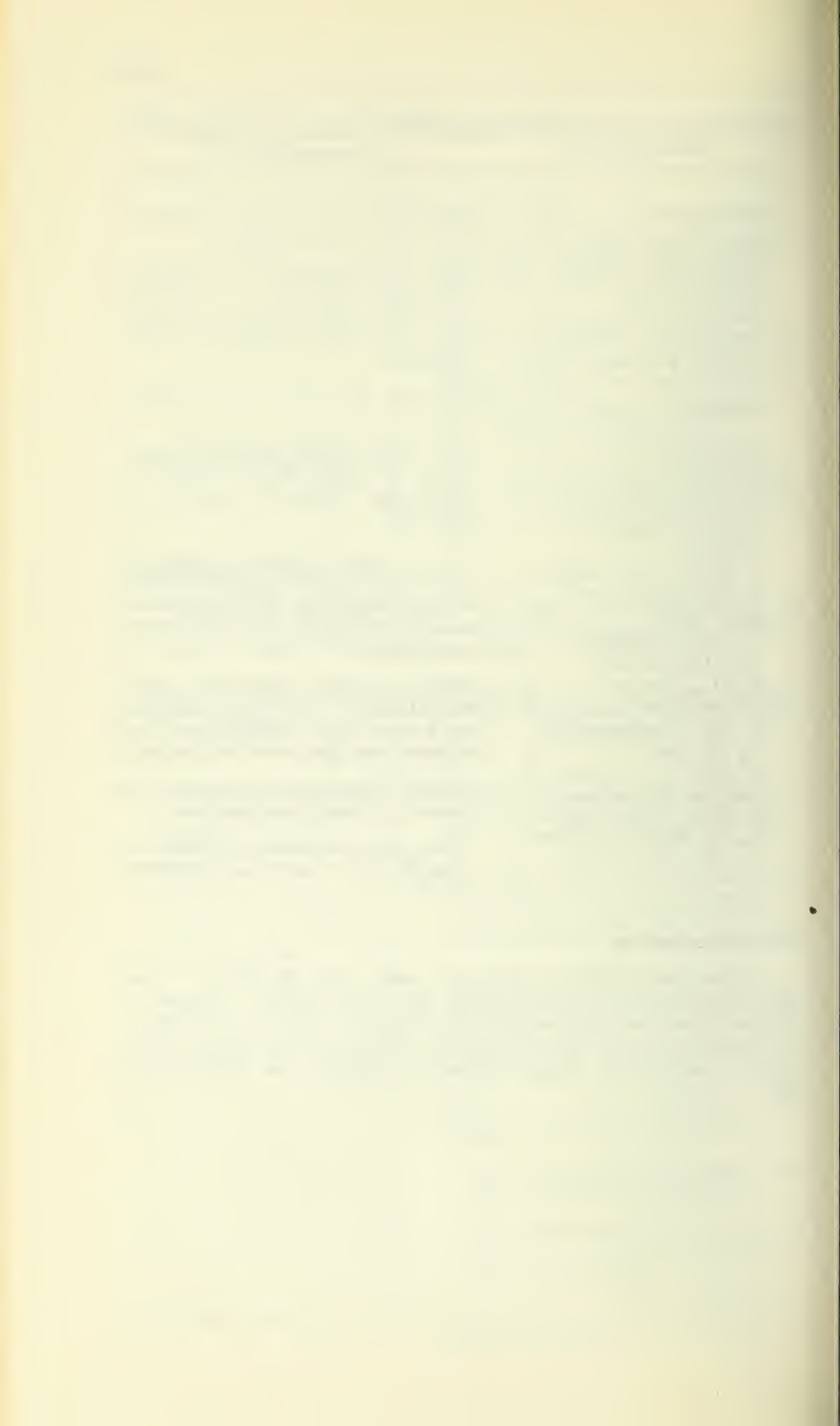
Prepare a true-false test on factors to consider in job planning. Prepare a list of occupations and ask the students to classify them individually as skilled or unskilled.

Content	Teaching Procedures and Suggested Activities
<p>B. Learning from work. The school provides job training.</p> <p>Reference: <i>Being Teen Agers.</i> Chapter 18, "Education and Jobs."</p>	<ol style="list-style-type: none"> Prepare with the class a chart to show ways in which school subjects provide general training for work. Have the class discuss the question, "Is doing a job well habit-forming?" Illustrations from jobs should be introduced into the discussion. Have the class study the meaning of the terms on the "Personal Growth" side of a report card and discuss the importance of these qualities in an employer and an employee. Ask for committee reports on the following: <ul style="list-style-type: none"> Does school teach one to take criticism, to follow instructions? Do subjects have to be directly related to an occupation to have a job training value?
C. Part-time jobs.	<ol style="list-style-type: none"> Discuss with the class some of the following questions:

Content	Teaching Procedures and Suggested Activities
<p>References:</p> <p><i>Being Teen Agers.</i></p> <p>Chapter 21, "What Makes a Good Worker?"</p> <p>Chapter 23, "Should I Get a Part-time Job?"</p> <p><i>Into Your Teens.</i></p> <p>P. 308, "A Front Page Story."</p> <p>P. 312, "I've Never Worked Before."</p> <p>P. 310, "Planning Ahead."</p> <p>P. 313, "What Does It Take to Get and Hold a Job?"</p> <p>P. 316, "Someone Else Got the Job."</p> <p>P. 317, "Being Responsible."</p> <p>P. 320, "Making Good on the Job."</p> <p>P. 328, "An Uncomfortable Experience."</p> <p>P. 329, "Some Pointers for Baby Sitters."</p>	<p>What are the things an employer looks for in an employee?</p> <p>What characteristics do people expect one to display if one is doing part-time work, such as baby-sitting, delivering groceries or newspapers?</p> <p>Politeness does not cost anything.</p> <p>Will it help me in my work? If my work brings me into contact with the public how can lack of politeness affect my work adversely?</p> <ol style="list-style-type: none"> 2. Ask the pupils to prepare reports on what they learn from part-time work and, by discussion, list the training values to be gained from this work experience. 3. How do part-time jobs at home serve as job training? Is there a relationship between good work at home and at school, and good work on the job? <p>What things about jobs can we learn by doing part-time work?</p> <p>How can good habits in school relate to good habits in part time work?</p>

Evaluation Devices

Have the students evaluate in essay form the topic, "What do I learn from doing odd jobs or part-time work?" Prepare a true or false test on statements relating to desirable job characteristics and qualities. Have the students score each other's papers and discuss their reasons for making the choices they did.



UNITS FOR GRADE IX

GRADE IX—UNIT—I—EFFECTIVE LEARNING

POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

GRADE VII

This unit should help the student to adjust himself to the changes his school situation may have undergone.

In Grade VII some emphasis is given to problems arising from the transition of the student from elementary school to junior high school. To the end of Grade VI his school program has been largely of the activity type and he is now brought into contact with more formal subject-matter instruction. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. Also, the student is often unfamiliar with study assignments. Discussion of study habits and skills may serve the purpose of getting him off to a good start so that he can develop sound methods of study. Even though many students will continue under a one-teacher arrangement and often with more than one grade in the same room, they will be expected to do a good deal of research in connection with assignments and will be called upon to prepare and present reports.

Students in Grade VII can benefit by participating in the activities sponsored by the Students' Union. Often the student will become a member of a Junior High School Students' Union. In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student-sponsored activities. The student should be aware of the part he can play in developing school spirit.

GRADE VIII

The courses in Grades VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and the maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teacher is doing.* The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

*See Junior High School Curriculum Guide for Literature, and Reading for Meaning.

During the second year of his junior high school life the student can be expected to take a more active part in the extra-curricular program by serving on committees and by assuming more responsibility for school activities generally.

GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems very appropriate. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable. The directions of the students' effort in examining study techniques and learning skills should be toward self-improvement and further development of specific skills. The Grade IX student should assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school, especially in setting an example for the younger students.

GRADE X

This unit should attempt to make more purposeful the study methods required at this grade level. At the same time the student should be brought to see that a well-planned school program will provide opportunity for the development of extra-curricular interests. He should be encouraged to appreciate the fact that further education and training will enable him to meet competition which he may face in his future life. The student should acquire some insight into clear thinking by studying motivation and emotions as they affect learning.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should acquire the following understandings:

1. School work can be greatly improved by acquiring efficient study habits.
2. The high school program is designed to help the individual prepare for a vocation, and enables him to live a fuller and richer life.

Skills, Abilities, and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to vary study techniques in accordance with different needs.

2. The ability to prepare for various types of examinations.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Accepting personal responsibility for building good study habits.
2. Accepting personal responsibility for assisting in the development of good school spirit.

REFERENCES

Personality and School, Chapters, 1-5, 9-14, 15-28, 29.

Study Your Way Through School—Life Adjustment Booklet.

OUTLINE OF UNIT I

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

- A. Rules and Regulations.
- B. School Spirit.
- C. Organizations.

SECTION II—STUDY HABITS

- A. Conditions for Study.
- B. The Study Schedule.
- C. Outlining.
- D. Notes and Note Making.
- E. Additional Study Techniques.
- F. Aids to Memory.
- G. Tests; Their importance in Grade IX.
 - Preparation for tests.
 - Types of test.
 - Physical conditions and mental attitude towards exams.

SECTION III—PLANNING YOUR FUTURE

- A. Types of Programs in Alberta High Schools.
- B. The Advantages of High Schools.
- C. Types of Programs in Other Alberta Educational Institutions.
- D. The Credit System in High School.
- E. Prerequisites, Electives, and Compulsory Subjects in High School.
- F. School Subjects as Related to Vocations.

GRADE IX—UNIT I—EFFECTIVE LEARNING

(Suggested time allotment 2-4 weeks)

SECTION I—SCHOOL ORGANIZATION AND ADMINISTRATION

Content	Teaching Procedures and Suggested Activities
<p>A. Rules and Regulations.</p> <p>References:</p> <p><i>Personality and School</i>, Chapter I.</p>	<ol style="list-style-type: none"> 1. Review briefly the rules of the school with emphasis on those of particular interest and concern to Grade IX students. 2. Make provision for a School Rules Day during which students will be asked to pay more than usual attention to the observance of rules and regulations, or organize a panel in which selected students discuss their responsibilities for observance of school rules and regulations.
<p>B. School Spirit.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 39</p>	<ol style="list-style-type: none"> 1. Have reports prepared by student committees on the most desirable ways of utilizing school discipline as a strong morale builder. 2. Prepare a code of behavior for the local school, and arrange to display the code where it can generally be seen. 3. Encourage interest in the development of school spirit by whatever methods seem most satisfactory, e.g., in the selection of school crests and sweaters, the use of school cheers, membership in the Students' Union. 4. Provide for discussion of the topic, "To what extent is an Honor System applicable to Grade IX as the senior class in Junior High School?" Consider the possible effects if some were to take advantage of it.
<p>C. Organizations.</p>	<p>Obtain student opinion on the kinds of organizations that can best be provided at the local level.</p>

Evaluation Devices

Use a true-false test to fix in the student's mind an understanding of rules and regulations.

SECTION II—STUDY HABITS

Content	Teaching Procedures and Suggested Activities
<p>A. Conditions for Study.</p> <p>References:</p> <p><i>Study Your Way Through School</i> <i>Life Adjustment Booklets</i></p>	<ol style="list-style-type: none"> 1. Conduct an open forum on the subject, "The Radio, a Hindrance to Study." 2. Obtain student opinion on behavior incidents that make a study session less effective. 3. Ask the students to list disturbances that affect their study in school and at home. 4. Ask each member of the class to prepare one item for possible inclusion in a test on study habits. From the questions suggested it should be possible to determine the areas needing attention.
<p>B. The Study Schedule.</p>	<p>Develop a study chart for the class as a whole.</p>
<p>C. Outlining.</p>	<p>Have each member of the class prepare an outline of a report in Social Studies, Science or Health and Personal Development, and ask certain members to explain why they organized their outlines as they did.</p>
<p>D. Notes and Note Making.</p>	<ol style="list-style-type: none"> 1. Discuss the use of notes in preparing an outline. 2. Discuss the techniques of note making. Make a check-list of the topics to be observed, in order to crystallize the discussion.
<p>E. Additional Study Techniques.</p> <p>Reference:</p> <p><i>Personality and School</i> Chapter 19, 20, 21, 22.</p>	<ol style="list-style-type: none"> 1. Prepare a list of other methods and devices that might be used for organization of work. 1. Discuss "forgetting" as a natural process and how the student can set about counteracting this tendency.
<p>F. Aids to Memory.</p> <p>Reference:</p> <p><i>Personality and School</i>. Chapter 15, 16, 17, 23, 24, 25, 26, 27, 28.</p>	<ol style="list-style-type: none"> 2. Discuss review methods that might prove satisfactory. Indicate how these methods may vary with different students. 3. Make a check-list of review techniques and memory aids.

Content	Teaching Procedures and Suggested Activities
G. Tests. Types.	1. Appoint a committee to investigate the various kinds of examinations, and report its findings to the class.
Preparation for tests.	2. Examine Grade IX finals of other years and term examinations to note the variations within examinations.
Physical conditions and mental attitude towards exams.	3. Have each student prepare a table listing the advantages of long-term preparation and the advantages of immediate pre-examination preparation assigning a weighing of 1-5 (1—poor, 5—excellent) to each advantage listed. Endeavor to evaluate the two methods.
Reference : <i>Personality and School</i> , Chapter 18.	4. Prepare with the class a blackboard chart of good physical conditions for, and proper mental attitude toward, examinations.
	5. Develop procedures that students might follow in writing examinations.

Evaluation Devices

1. Assign to the class a fairly complete list of study conditions and have the students evaluate them numerically. From this evaluation prepare an approved list.
2. To summarize the work of this section arrange an oral quiz of statements on study methods and ask the students to classify them as "True" or "False".

SECTION III—PLANNING YOUR FUTURE

Content	Teaching Procedures and Suggested Activities
A. Types of Programs in Alberta Schools. Reference : <i>Personality and School</i> , Chapter 2, 3, 4, 5.	1. Ask a student to submit to the class a list of Grade X subjects from which students might select their programs.
	2. By consulting the high school regulations have members of your class prepare various kinds of programs that are possible in Alberta High Schools.
	3. Have the class prepare as individual assignments the reasons why a wide range of senior high school offerings is provided for.
	4. Discuss the topic: "Schools of Yesterday and Today." Discuss: "High school is preparation for community life." "High school is preparation for the world of work."
B. The Advantages of High Schools.	

Content	Teaching Procedures and Suggested Activities
<p>Reference :</p> <p><i>Personality and School</i>, Chapter 9, 13, 14.</p>	
<p>C. Types of Programs in other Alberta Educational Institutions.</p>	<p>Appoint committees to look into the offerings of the various educational institutions in Alberta such as the Technical Schools, Agricultural Schools, Business Colleges, University, Correspondence Schools.</p>
<p>D. The Credit System in High School.</p>	<p>Appoint a committee to study the senior high school credit system and report to the class on the following:</p>
<p>Reference :</p> <p><i>Personality and School</i>, Chapter 10, 11.</p>	<p>(a) Relationship to the Grade X year.</p> <p>(b) Relationship to the high school diploma and senior matriculation.</p>
<p>E. Prerequisites, Electives and Compulsory Subjects in High School.</p>	<ol style="list-style-type: none"> 1. Assign for study the nature of the various high school subject fields and ask for individual reports. 2. How should degree of success in Junior High School subjects influence choices for Senior High School? 3. Appoint a committee to consider and report on the meaning of electives and the reason for them.
<p>F. School Subjects as Related to Vocations.</p>	<ol style="list-style-type: none"> 1. What is the possible relationship between Grade IX subjects and jobs that students may choose?
<p>Reference :</p> <p><i>Personality and School</i>, Chapter 12.</p>	<ol style="list-style-type: none"> 2. Examine with the class the practical value of a good understanding of English. 3. Ask three students to present to the class the contrasting effects of good and bad English in applying for a job. One student can serve as the employer and each of the other two as applicants for the positions.

Evaluation Devices

In the light of the experience gained by students in determining the value of high school courses have each student prepare a draft of his proposed program for Grade X.

GRADE IX—UNIT II—ADOLESCENCE—A BRIDGE TO ADULTHOOD

(Suggested time allotment 3 weeks.)

POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

GRADE VII

In Grade VII the discussions are focused on improving one's physical efficiency and appearance by setting up standards, such as those for good posture, vision, hearing and dental health, and learning to measure oneself against these standards. Health practices that will help one meet these standards are stressed.

GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and those in emotions and attitudes that accompany the physical changes.

GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease, recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful optimistic outlook towards life.

GRADE X

In Grade X the emphasis is shifted from personal health to learning how new life begins and develops. This phase of the unit emphasizes growth through an understanding of the marvellous properties of the cell, the mechanism of inheritance, the importance of parents, and the value of family life.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. One is now old enough to assume responsibility for one's own health.
2. One should take steps to protect oneself and others from disease.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The ability to discuss intelligently the causes of disease and how diseases are spread.
2. The skills to dress appropriately and to care for one's personal appearance.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to become informed about new discoveries that are promoting health and human welfare.
2. Acceptance of the worthwhileness of scientific information and of using this information to protect one's own health and that of others.

REFERENCES

Health Through Science, Pp. 104-119, 254-262, 289-300, 379-381, 424-445, 394-398.

Snellen Eye Chart (free), Canadian National Institute for the Blind, Edmonton.

Films and Film Strips (see appendix).

OUTLINE OF UNIT II

A. Assuming Responsibility For One's Own Health.

Developing sound health practices.

Protection from disease.

B. Being Aware of Deviations in Growth During Adolescence.

Overweight and underweight.

Vision.

Hearing.

Susceptibility to disease.

Allergies.

C. Making the Most of One's Appearance.

Selection of clothing.

Good grooming.

Good carriage.

Cheerful and optimistic outlook.

Content	Teaching Procedures and Suggested Activities
A. Assuming Responsibility for One's Own Health.	<ol style="list-style-type: none"> 1. Write an essay on the topic: "Others are inconvenienced when I am ill." 2. List ways in which adolescents can assume responsibility for their own health. 3. Determine the number of hours of school that were lost due to illness in your class last month.
Developing sound health practices.	<ol style="list-style-type: none"> 4. Have a committee draw up a list of health rules for teen-agers. 5. Have pupils score themselves on their observance of these rules.
Protection from disease.	<ol style="list-style-type: none"> 6. Name the diseases most common in the age group, 12 to 15 years. 7. Discuss ways in which disease is spread at home and at school. 8. List ways in which the spread of disease may be prevented.
B. Being Aware of Deviations in Growth During Adolescence.	<ol style="list-style-type: none"> 1. Through class discussion draw up a list of ways in which teen-agers may differ physically from each other.
Overweight and underweight.	<ol style="list-style-type: none"> 2. Keep a continuous record of growth in height and weight. 3. Discuss the causes of overweight. Emphasize that it usually results from over-eating. 4. Emphasize that dieting should be carried out under medical direction. 5. Discuss causes of underweight; e.g., disposition, lack of sleep, low calorie diets, etc.
Vision.	<ol style="list-style-type: none"> 6. Make a poster showing things to do to gain weight. 7. Study a chart of the eye and observe the parts and their functions. 8. Compare the eye to a camera. 9. Name the common defects of the eye. 10. Learn how these may be corrected by glasses. Stress the care of glasses.

Content	Teaching Procedures and Suggested Activities
Hearing.	<ol style="list-style-type: none"> 11. List the factors to be considered in lighting the school and the home. If a light meter is available test the lighting at different places in the classroom. 12. Study a chart of the ear. Name the parts and give the function of each part. 13. Have a committee investigate and report on the causes of deafness. 14. Discuss ways in which a deaf person may be helped to hear.
Susceptibility to disease.	<ol style="list-style-type: none"> 15. Discuss the importance of environment in susceptibility to disease. Emphasize the small part played by inheritance. 16. Have a committee report on how resistance to disease may be built up.
Allergies.	<ol style="list-style-type: none"> 17. Through class discussion list causes of allergies and the forms that allergies may take. (Eczema, hives, hay fever, bronchial asthma, migraine.) 18. Have a committee make inquiries from a doctor to learn how the offending substances are dissolved. A second committee may report on other causes, e.g., emotional upsets, home and school tensions, etc.
C. Making the Most of One's Appearance.	<ol style="list-style-type: none"> 1. Have posters made showing suitable clothes for school.
Selection of clothing.	<ol style="list-style-type: none"> 2. Discuss types of clothing suitable for school, for parties, for sports, for street wear, for cold weather, to suit the pocket book. 3. Discuss the topic: "The best dressed boy or girl is not necessarily the one with the most expensive or the most clothes."
Good grooming.	<ol style="list-style-type: none"> 4. Prepare individual reports on: <ol style="list-style-type: none"> (a) Importance of good grooming. (b) Care of the hair. (c) Care of the nails. (d) Importance of bathing.

Content	Teaching Procedures and Suggested Activities
Good carriage.	(e) Care of the skin. (f) Use of cosmetics. (g) Care of clothing. (h) Care of the shoes. 5. Write an essay on: "The Effect of Good Posture on the Appearance."
Cheerful and optimistic outlook.	6. Discuss why one person makes friends more easily than another. 7. List the characteristics you like in your best friend of the opposite sex.

GRADE IX—UNIT III—CANADA'S CHANGING HEALTH PICTURE

POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the contributions of scientists in early civilizations and traces the progress made through the ages to modern times. Stress should be placed on how the various scientific and medical discoveries helped to advance civilization and improve living.

GRADE VII

In Grade VII the student learns about the beginnings of medical science and discovers the difficulties experienced by leaders in science in overcoming superstition and prejudice. The teacher may find that there is not enough time to discuss the work of all the health heroes mentioned, but the contributions of a sufficient number should be covered to develop an appreciation of what we owe to these great scientists and humanitarians.

GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that are promoting health and overcoming disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life, and that although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

GRADE X

Unit III in Grade X discusses the benefits the people of Canada enjoy through health services provided by the Federal and Provincial Governments. Pupils should be led to see that health is much more than an individual matter and that the well-being of a nation is dependent upon the cooperative effort of all its citizens in promoting national and world health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Cultural changes, such as our increasing industrialization, are influencing our health problems.
2. Increased longevity is largely the result of the conquest of communicable diseases; much remains to be learned about the nature of degenerative diseases, such as heart trouble and cancer.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The skill required to read and interpret tables, graphs and other statistical data, and to search reference material for pertinent information.
2. The ability to relate cultural changes to specific health problems in Canada.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. An appreciation of the factors creating Canada's unique health problems and what is being done to overcome them.
2. An awareness of the part Canadian citizens must play in promoting health and welfare in Canada.

REFERENCES

Canada Year Book.

"Pure Food, Safe Drugs," pamphlet, Provincial Department of health.

"Regulations Respecting Dairy Farms, Milk Plants, Fluid Milk, and Table Cream," pamphlet, Provincial Department of Health.

"Your Health Services," Provincial Department of Health.

Films and Film Strips (see appendix).

OUTLINE OF UNIT III

POPULATION CHANGES ARE INFLUENCING OUR HEALTH PROBLEM

- A. Our Population is Growing Older.
- B. Increased Urbanization.
- C. Decline of Communicable Disease and Increase of Degenerative Diseases.
- D. Increased Government Control in Health Protection.
- E. Improved Standards of Living.

GRADE IX—UNIT III—CANADA'S CHANGING HEALTH PICTURE

(Suggested time allotment 4-5 weeks)

POPULATION CHANGES ARE INFLUENCING OUR HEALTH PROBLEM

Content	Teaching Procedures and Suggested Activities
<p>A. Our Population is Growing Older.</p> <p style="padding-left: 20px;">Fewer immigrants. Declining birth rate. Medical science is prolonging life.</p>	<ol style="list-style-type: none"> 1. Compare immigration figures between 1900 and 1914 with those of recent years. Discuss why immigration leads to a younger population. 2. Make a graph showing birth rates in Canada for the past 25 years. Compare Canada's birth rates with other countries, e.g., Great Britain, France and Sweden. 3. It is estimated that the average length of life in 1900 was about 49 years. Today it is a little more than 67 years. Discuss reasons for this increase.
<p>B. Increased Urbanization.</p> <p style="padding-left: 20px;">Housing Problems. More people employed in factories—need to protect health of industrial workers. Greater danger in the spread of infection. Increased need for hospital beds in city centers. Higher death rate from accidents.</p>	<ol style="list-style-type: none"> 1. In 1900 the majority of people in Canada were engaged in agriculture. Find out if this is true today. 2. Write a note on the reasons for the growth of urban centers in Canada. 3. Conduct a panel discussion on the public health problems arising from this rapid urbanization.
<p>C. Decline of Communicable Diseases and Increase of Degenerative Diseases.</p> <p style="padding-left: 20px;">Some communicable diseases have almost disappeared, e.g., smallpox and typhoid. Rise of heart disease, cancer, strokes, neuritis, arthritis. Rising costs in the care of chronic illness.</p>	<ol style="list-style-type: none"> 1. The diseases of childhood have decreased but those of middle life and old age have increased. Discuss the reasons for this. 2. If the <i>Canada Year Book</i> is available for a number of years compare the ten leading causes of death over a period of years. Explain these changes. 3. Find out what the Canadian Rheumatism and Arthritic Society is doing to prevent arthritis. 4. Write out a simple explanation of a "heart stroke" or "head stroke". 5. Have a forum discussion on what should be done in Alberta to care for chronic illnesses and for the aged.

Content

Teaching Procedures and
Suggested Activities

D. Increased Government Control in Health Protection.

Legislation to protect the public in the sale of foods and drugs.

Grading of foods and inspection of meats.

Regulations re pollution of streams, disposal of factory wastes, transportation.

Government grants to hospitals and rural health units, special government services, e.g., for cancer and tuberculosis, poliomyelitis and cerebral palsy.

Regulations regarding the sale of milk.

E. Improved Standards of Living.

Better roads and greater ease in transportation.

Rural electrification and its significance.

Demand for better medical service.

More widespread knowledge regarding health and disease—increased means of communication, e.g., radio, films, libraries, public health pamphlets.

Higher levels of employment and higher incomes.

1. Obtain a copy of the booklet "Pure Food, Safe Drugs" from the Provincial Department of Health. After reading this booklet conduct a forum discussion on how the Canadian people benefit from the Federal Government's regulations regarding the sale of food and drugs.

2. Obtain a copy of the pamphlet "Regulations Respecting Dairy Farms, Milk Plants, Fluid Milk and Table Cream." (Provincial Health Department.)

3. Visit a dairy farm or creamery in your community and find out how they carry out these regulations.

4. Find out what government regulations work to improve the health and safety of passengers on trains and buses. Find out what the Provincial Government does for children crippled by cerebral palsy and poliomyelitis. (See pamphlet, "Your Health Services" published by Provincial Department of Health.)

1. The Federal Government is now making grants to each Provincial Health Department: The Provincial Health Department in turn makes grants for local services. Discuss how such grants influence health services.

2. Compare the standard of living in Alberta 25 years ago with that today. Have a panel discussion on the changes that have improved our standard of living. Relate these factors to our changing health picture in Alberta.

GRADE IX—UNIT IV—WHAT THE HOME, SCHOOL AND COMMUNITY CAN DO TO PREVENT THE SPREAD OF DISEASE

POINT OF VIEW

In the preceding unit students studied the general progress that has been made in overcoming disease and in promoting health. In this unit the students study specific communicable diseases that are commonly found in Canada and particularly those that attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on how these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

GRADE VII

In Grade VII emphasis is placed on the common cold and other respiratory infections that are so prevalent in schools. In fact, the National Committee for School Health Research found in its study of absenteeism among school children that respiratory infections accounted for one-half the days lost for medical causes. Rheumatic fever is considered here because it usually begins with a form of respiratory infection. The seriousness of rheumatic fever should be stressed since it frequently attacks persons in this age-group.

GRADE VIII

In Grade VIII students study the various ways in which the body can protect itself against disease and the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, why one person reacts differently to another with the same infection.

GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious diseases to what the individual can do to prevent the spread of communicable diseases at home, in the school, and in the community. Students should develop a watchful and critical attitude towards practices that spread disease germs, and should acquire a high sense of responsibility in carrying out measures that will protect others. Students should be aware of steps being taken by their local health department to prevent the spread of diseases.

GRADE X

At the Grade X level the students find out what responsibility is assumed by the Provincial Department of Health in protecting people from communicable diseases. It is important to make students aware of the various ways in which their own community benefits from provincial services and what part the community's local health services play in assisting the Provincial Department of Health.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Germ diseases are not inherited but acquired by transmission from infected people or animals.
2. Disease germs are transmitted in many ways from person to person and precautions should be taken to prevent their spread.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The habit of practicing simple procedures at home and at school that prevent the spread of disease, e.g., use of one's own towel, care in washing dishes and preparing food, catching coughs and sneezes in a handkerchief.
2. The habit of assisting local health authorities in promoting sanitation in schools, streets, restaurants, public buildings, etc.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Concern in doing one's part to prevent the spread of disease.
2. Interest in community problems in public health and methods for their solution.

REFERENCES

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton.

"Protecting the Community Milk Supply."

"Rats, Let's Keep Them Out of Alberta."

"Common Childhood Diseases."

"Disinfection."

Health Through Science. Pp. 245-252, 482-490.

Films and Film Strips (see appendix).

OUTLINE OF UNIT IV

- A. Germ Diseases Are Not Inherited.
- B. Caring for Infectious Diseases.
- C. Schools Are Frequently Responsible for Spreading Infection.
- D. Good School Health Services.
- E. Public Health Services in the Community.

GRADE IX—UNIT IV—WHAT THE HOME, SCHOOL, AND COMMUNITY CAN DO TO PREVENT THE SPREAD OF DISEASE

(Suggested time allotment 3 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Germ Diseases Are Not Inherited. Most germ diseases are acquired by close contact with the disease. Diseases are transmitted in a family by many contacts: By spray infection from nose and throat. By use of common towels. By poorly washed dishes and silverware. Through the preparation and serving of food.</p>	<ol style="list-style-type: none"> 1. Discuss the true meaning of the statement, "Diseases run in families." 2. Syphilis is sometimes congenital. Discuss the difference between congenital and inherited disease. 3. Relate this discussion to the treatment of babies' eyes immediately after birth.
<p>B. Caring for Infectious Diseases. Caring for infectious diseases in the home requires a knowledge of how germs are spread. Germs lead a "hand to mouth" existence. Dishes should be washed in hot soapy water and scalded. Sick rooms should be cleaned with soap and water and aired. Articles that cannot be washed should be put out in the sun.</p>	<ol style="list-style-type: none"> 1. Discuss the problem of caring for a person who is ill with a communicable disease in the home. Set down procedures that would tend to protect other members of the family from the disease. 2. After reading suitable material give the best method of disinfecting a room after a member of the family has recovered from a communicable disease. Explain why fumigation is of little value. 3. Make a poster on "washing hands". Emphasize the importance of washing hands after waiting on a sick person, before handling food, after going to the toilet.
<p>C. Schools Are Frequently Responsible for Transmitting Infection.</p>	<ol style="list-style-type: none"> 1. Have a committee survey your school and report back on what they consider as existing health hazards. Have the class suggest steps to be taken to improve the weaknesses noted by the committee.

Content	Teaching Procedures and Suggested Activities
Common ways of spreading disease in school are:	2. List an individual's responsibility at school in helping to control the spread of germ diseases.
Carelessness in coughing and sneezing.	3. Suggest reasons why skin diseases such as scabies, impetigo and ringworm are frequently spread at school.
Common cups and towels.	
Dirty washrooms.	
Common use of articles in the gymnasium.	
Dusty floors.	
Poor ventilation.	
D. Good School Health Services.	1. Discuss the health services given in your school. Invite a member of the health staff (medical officer of health, public health nurse, or sanitary inspector) to address your class.
Good school health services help to control the spread of infectious diseases.	2. Assign for essay writing the topic, "Our school health services should be improved."
Public health personnel providing services in the school.	
What the school health services aim to do.	
E. Public Health Services in the community help to prevent the spread of diseases.	1. Find out the names of the people who serve your community in the public health field.
The local health authorities and the benefits the community enjoys through well-trained workers, e.g., medical officer of health, sanitary engineer, sanitary inspector.	2. Discuss the qualifications of health personnel, such as sanitary inspector, public health nurse.
Sanitation in restaurants of your community.	3. Talk to the manager of a local restaurant or your sanitary inspector and find out what precautions are taken to maintain the health of workers who handle food.
Protection of your community's water supply.	4. Find out the regulations regarding storing food, serving milk, washing dishes, controlling pests such as mice and cockroaches.
	5. Find out if all milk offered for sale in your community is pasteurized.
	6. What are the regulations regarding the testing of cattle for tuberculosis?

Content	Teaching Procedures and Suggested Activities
<p>Swimming pool sanitation.</p> <p>Precautions taken by your community to dispose of sewage and garbage.</p> <p>Keeping the community free of pests.</p>	<ol style="list-style-type: none"> 7. What is meant by a certified herd? 8. If possible visit a creamery and find out what precautions are taken to protect its products from contamination. 9. Walk through local food stores and make mental notes of how food could be contaminated. 10. Report to the class on what you think could be done in local stores to improve the handling of food. 11. If you have a city or town water supply find out how the raw water is treated to make it safe. 12. Discuss how wells become contaminated. 13. Obtain from the Department of Health the regulations governing the building and operation of swimming pools. Discuss the need for these regulations. 14. What is each individual's responsibility in keeping a swimming pool clean? 15. If you have a town sewage system find out how it operates. 16. Discuss the town's and the individual family's responsibility in the disposal of garbage. 17. Discuss the danger of rats in Alberta and the part they play in spreading plague. 18. Draw a diagram to show the life history of the housefly. Relate this history to methods of control. 19. Find out if you have ticks in your community. Have a committee report on diseases in Alberta that are transmitted by ticks.

GRADE IX—UNIT V—INDIVIDUAL DEVELOPMENT

POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is in the continual process of "becoming." While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in human heredity, intelligence and experience. Therefore the participation of students in activities having potential character-building values is probably the most effective means of developing character in young people.

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the students becoming aware of the good qualities that one should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. The student should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at satisfactory understandings and attitudes.

Desirable behavior traits are based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes that will help them to live a good life.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his fellows and tends to conform to their wishes. At the same time, the student should be led to appreciate that popularity for its own sake leaves much to be desired. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and at the same time needs some assurance in his own mind of security. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom. Physical energy is expressed in many ways by the adolescent. The interests of girls at this age are very dissimilar to those of boys at the same age. On the one hand,

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young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Fear of ridicule and of being unpopular, over-sensitiveness, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his “big” problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

GRADE VII

The Grade VII student may find it difficult to think through cause-and-effect relationships, and care should be taken to see that group techniques are developed around the everyday experiences of the students. In later grades many of the topics are expanded to include broader concepts. The teacher should confine the material to the Grade VII level so there will be progressive stages of difficulty in each succeeding grade.

GRADE VIII

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of person one becomes. The understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be a growing understanding of the good qualities that one should possess.

GRADE IX

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

GRADE X

The term “personality” should be discussed in its total sense with emphasis on the relationship of standards and character to the behavior of the individual. By discussing the various factors that influence personality and behavior, the development aspect can be clearly illustrated.

NOTE:

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that “big” problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticising the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely

concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. A student can improve his character and personality by individual effort.
2. As the student gets older he can learn new and better ways of expressing his feelings.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities and habits:

1. The habit of judging his actions in terms of his code of living and religious beliefs.
2. The habit of extending proper greetings and courtesies to the members of his family and to others with whom he comes into contact.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to face up to his personal problems and to work intelligently towards their solution.
2. Responsibility for the selection of worthwhile goals for successful living.

REFERENCES

- Personality and School*, Ch. 9, 19-36, 38, 40.
Four-square Planning for Your Career, Ch. 4, 9.
Films and Film Strips (see appendix).

OUTLINE OF UNIT V

SECTION I—PERSONALITY GROWS

- A. The Total Personality.
- B. Manners and Conduct as Part of Personality.

SECTION II—INDIVIDUAL NEEDS AND RESPONSIBILITIES

- A. Personality and Social Needs.
- B. Desirable and Undesirable Ways of Satisfying These Needs.

- C. Personal Attitudes That Lead to Anti-social Behavior, and Ways to Combat These.
- D. The Need for a Sense of Responsibility.
- E. The Value of Wise Counsel.

SECTION III—THE DEVELOPMENT OF CHARACTER

- A. Know Yourself.
- B. Building Character.
- C. How Religious Beliefs Help People.
- D. Character and Reputation.
- E. Character and Personality.

SECTION IV—FRIENDSHIPS AND ATTACHMENTS

- A. Value of Friendships.
- B. Attitudes That It Is Wise to Develop.
- C. Do's and Don'ts for Boy-girl Friendships.

SECTION V—BEHAVIOR PATTERNS

- A. Behavior Changes.
- B. Mental and Physical Hurdles.
- C. Men and Women Who Have Been Successful.
- D. The Part Happiness Plays in Successful Living.

GRADE IX—UNIT V—INDIVIDUAL DEVELOPMENT

(Suggested time allotment 6-7 weeks)

SECTION I—PERSONALITY GROWS

Content	Teaching Procedures and Suggested Activities
<p>A. The Total Personality.</p> <p>References:</p> <p><i>Personality and School</i>, Chapter 32.</p> <p><i>4-Square Planning for Your Career</i>, Ch. 9.</p>	<ol style="list-style-type: none"> 1. Have the students discuss the topic, "Personality development and its importance in daily living." See Unit II, Grade IX. 2. Have the students discuss, "Character is essential in the development of personality." The discussion should show that personality is more than a superficial thing and should emphasize the fact that basic values are involved.

Content	Teaching Procedures and Suggested Activities
<p>B. Manners and Conduct as Part of Personality.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 30, 32, 34, 35.</p>	<ol style="list-style-type: none"> 3. Ask each student to list the physical factors affecting personality. See Unit II, Grade IX. 4. Appoint a committee to investigate and report on the popular concept of personality. 1. In discussion bring out the understanding that manners are a natural outgrowth of living in communities, and that manners have developed through the ages for the convenience and consideration of individuals in society. 2. Have each student write a paragraph on the subject, "Why manners?" 3. Divide the class into groups to present a dramatization of the topic, "Your personality at school." Variations of this may be used, e.g., with strangers, at parties, at home or in public. Each presentation should be criticized for content and conclusions drawn by the class. 4. Select a committee to prepare a bulletin board display of examples of correct social correspondence such as thank-you notes, invitations, and letters of sympathy. 5. Assign for open forum presentation the topic, "One should always show respect for his elders," or "Is respect for elders old-fashioned?" 6. Arrange for bulletin board displays of material selected from posters and from magazine material on manners. 7. Ask each individual to make a chart on the subject, "Signposts on the conduct highway."

Evaluation Devices

1. Ask each student to hand in examples of common customs and then have a committee list these for class members to rate as desirable or undesirable.
2. Use the test found on page 284 of *Personality and School*.

SECTION II—INDIVIDUAL NEEDS AND RESPONSIBILITIES

WARNING—Care should be taken to see that discussion is general in nature.

Content	Teaching Procedures and Suggested Activities
<p>A. Personality and Social Needs.</p> <p>Reference: <i>4-Square Planning for Your Career</i>, Ch. 4.</p>	<ol style="list-style-type: none"> 1. Through class discussion list the needs that young people generally experience. The list might include release of energy, independence, religious expression, success, social approval, self-respect, affection, belongingness. 2. Is one's personality fixed or constantly changing? Illustrate.
<p>B. Desirable and Undesirable Ways of Satisfying These Needs.</p> <p>Reference: <i>Personality and School</i>, Chapter 33.</p>	<ol style="list-style-type: none"> 1. Have the class consider various means by which a student can utilize these needs. Students might discuss such means as work, hobbies and handicrafts, sports, community activities, clubs and organized activities. 2. Have the class consider undesirable ways of satisfying needs, such as showing off to gain recognition, defiance to gain independence, biased thinking. 3. Ask the whole class as a committee to investigate the importance of providing for a daily program that recognizes the varying needs of the individual.
<p>C. Personal Attitudes that Lead to Anti-Social Behavior, and Ways to Combat These.</p>	<p>"Moodiness is less often found in people who have developed a concern for others." Have pupils list instances of the necessity for considering the rights and feelings of others, or in sharing with others.</p>
<p>D. The Need for a Sense of Responsibility.</p> <p>Reference: <i>Personality and School</i>, Chapter 31.</p>	<ol style="list-style-type: none"> 1. A forum on this topic will bring out its value. 2. Ask the students to list some of the difficulties that they encounter in the personal attitudes of others, and obtain their opinions as to the methods of finding solutions.
<p>E. The Value of Wise Counsel.</p>	<p>Have a class discussion on: "Why do youngsters look to their elders for comfort in times of trouble." Bring out reasons why we should not air our troubles to everyone or anyone.</p>

Evaluation Devices:

Assign for review purposes essays on the topics: (a) "Individual Needs"; (b) "Individual Responsibilities".

SECTION III—THE DEVELOPMENT OF CHARACTER

Content	Teaching Procedures and Suggested Activities
A. Know Yourself.	<ol style="list-style-type: none"> 1. Have the class talk about instances of behavior in which a child is not honest with himself; e.g., going to a show the night before a test, and then blaming the teacher for having failed. 2. Assign for essay writing: "Pride is both a friend and an enemy." 3. Endeavor to have the students evaluate the effects upon them of doing a job less well than they can do it. 4. In open forum discuss the topic: "Respect for others as a part of your personality." 5. Have the students give written opinions on such statements as: (a) Respect for the accomplishment of others at school and away from school, (b) Work copied versus individual effort, (c) Can I always believe what I read?
B. Building Character. Reference: <i>Personality and School</i> , Chapter 38.	<ol style="list-style-type: none"> 1. Assign as an essay: "Moral values are necessary to sound growth." 2. Examine with the class some of the problems outlined on pages 274-275 of <i>Personality and School</i>.
C. How Religious Beliefs Help People. Reference: <i>Personality and School</i> , Chapter 38.	<ol style="list-style-type: none"> 1. Have committees report on modern laws governing social relationships, or behavior in relation to the Ten Commandments and the Sermon on the Mount. What evidence can they find of the influence of these old religious codes upon our laws and the social standards of today? 2. Ask students to make written reports on their understanding of the following statements: <ol style="list-style-type: none"> (a) Concern for the happiness and well-being of others is one of the essentials of the religious spirit.

Content	Teaching Procedures and Suggested Activities
<p>D. Character and Reputation.</p> <p>Reference: <i>Personality and School</i>, Chapter 9.</p>	<p>(b) The spirit of religious teachings adds to life's happiness.</p> <p>What qualities should a person of good character possess? Examine the meaning and application of each of these qualities.</p>
<p>E. Character and Personality.</p> <p>Reference: <i>Personality and School</i>, Chapter 32.</p>	<ol style="list-style-type: none"> 1. Discuss the questions found on pages 236-237 of <i>Personality and School</i>. 2. Assign as an essay the topic, "Character is the basis of personality."
<p>F. Choice of Goals and Values.</p>	<ol style="list-style-type: none"> 1. Ask each student to list the goals that he would like to reach, both for self-satisfaction and for a career. The variety of opinions obtained can be discussed to point out similarities and differences in goals. Broad objectives will be the same. Individual abilities will cause differences in specific goals. 2. Have the class discuss the importance of goals. This may be discussed in relation to mental and emotional maturity.

SECTION IV—FRIENDSHIP AND ATTACHMENTS

Content	Teaching Procedures and Suggested Activities
<p>A. Friendships.</p> <p>Reference: <i>Personality and School</i>, Chapter 29.</p>	<ol style="list-style-type: none"> 1. Discuss generally the nature of boy-girl relationships. Reference to dating should not create situations that might prove embarrassing. 2. Examine with the class the meaning and implications of the statement, "I want to be popular." 3. "With you and with all others, the desire for friends is a natural desire." What can we gain from friendships?
<p>B. Attitudes that It Is Wise to Develop.</p>	<p>Ask the pupils to select one of the topics listed below and write a short essay on the topic selected: (a) Politeness pays, (b) My attitude towards my fellow students,</p>

Content	Teaching Procedures and Suggested Activities
C. Do's and Dont's for Boy-Girl Friendships.	<p>(e) Friends through thick and thin, Should friends be taken for granted?</p> <p>(e) Tolerance, (f) Courtesy.</p> <p>Make your own set of "do's" to go naturally with the "don'ts" that you feel are essential.</p>

Evaluation Devices:

1. Test as on page 209 of *Planning Your Life for School and Society*.
2. Test—pages 167 and 168 from *Psychology for Living*.

SECTION V—BEHAVIOR PATTERNS

Content	Teaching Procedures and Suggested Activities
A. Behavior Changes.	<ol style="list-style-type: none"> 1. How does one's behavior change as he grows older? 2. Arrange for a panel to discuss the topic, "Youth accepts responsibilities." 3. Bring out in class discussion examples of both mature behavior and childish behavior.
B. Mental and Physical Hurdles. Reference: <i>Personality and School</i> , Chapter 36.	<ol style="list-style-type: none"> 1. Define the word "hurdle". What kinds of hurdles do Grade IX students usually encounter? How many of these can be overcome? 2. Assign an essay on the topic, "Present hurdles may become assets."
C. Men and Women Who Have Been Successful.	<ol style="list-style-type: none"> 1. Divide the class into committees. Obtain from the class a list of men and women, each of whom have made some specific contribution to his age or period. Ask committees to determine by research the factors that assisted in making this contribution possible. The following list may suggest others: Helen Keller, Thomas Edison, Winston Churchill, Abraham Lincoln, Albert Einstein, Florence Nightingale, Louis Pasteur, Isaac Newton, Mohandas Gandhi, William Caxton, Raphael, Mozart, Wright Brothers, Henry Ford, Babe Ruth,

Content	Teaching Procedures and Suggested Activities
<p>D. The Part Happiness Plays in Successful Living.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 40.</p>	<p>Marconi, Cunard, Shakespeare, Franklin D. Roosevelt, William Wilberforce, James Watt, David Livingstone, Frederick Banting, Alexander Fleming. See Unit III, Grade VII, for additional suggestions.</p> <ol style="list-style-type: none"> 1. By class discussion attempt to determine what constitutes happiness. How the understanding of happiness varies according to the individual may be considered. The effects of self-indulgence can be related to the quality of happiness. 2. After class discussion have class prepare lists of the factors that contribute to happiness and unhappiness. 3. Assign an essay on the topic, "What happiness means to me."

Evaluation Devices:

Assign for review an essay on the topic, "How daily behavior is influenced by a code for living."

GRADE IX—UNIT VI—GROUP LIFE

(Suggested time allotment 4-5 weeks.)

POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts to school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group effect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the total group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable responses with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

GRADE VII

The concept of the group is introduced to the Grade VII students. Care should be taken to develop the specific activities around real experiences.

GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

GRADE X

This unit should provide an opportunity for more extensive citizenship training by analyzing the possible contributions that groups can make towards school and community activities. Discussion should encourage self-examination by the individual so that he is disposed to look at his own contribution in terms of its effect on the group.

SPECIFIC OBJECTIVES**Understandings**

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. The good citizen possess desirable personal qualities which influence the groups with which he is associated.
2. The mature individual respects the rights and privileges of others.

Skills, abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The habit of using leisure time constructively.
2. The habit of weighing evidence carefully before reaching a decision.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Cooperation with and respect for all worthy groups in the community.
2. Respect for the laws, traditions, and property of the community.

REFERENCES

Personality and School, Ch. 1, 9, 33, 37, 38.

4-Square Planning for Your Career, Ch. 1, 5, 13.

OUTLINE OF UNIT VI**SECTION V—MY GROUPS**

- A. Loyalties and Evaluation of Loyalties.
- B. Attitudes of the Individual in the Group.

SECTION II—LIVING IN OUR SOCIETY

- A. Citizenship in a Community.
- B. Religion in a Community.
- C. Family Living.

SECTION III—DEMOCRATIC LIVING

- A. Tolerance.
- B. Sportsmanship.
- C. Research Workers.
- D. Democratic Procedures.
- E. Participation and Responsibility.
- F. Group Thinking.

SECTION IV—LEISURE TIME ACTIVITIES

- A. Group and Individual Activities.

GRADE IX—UNIT VI—GROUP LIFE

(Suggested time allotment 4-5 weeks)

SECTION I—MY GROUPS

Content	Teaching Procedures and Suggested Activities
<p>A. Loyalties and Evaluation of Loyalties.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 33.</p>	<ol style="list-style-type: none"> 1. Assign an essay on the subject, "Group Loyalties." Encourage appreciation of what loyalties are and the necessity for evaluating them where a conflict in loyalties might occur. 2. Provide for class discussion on "Anti-Social Behavior." The following headings might guide the discussion: (a) Some of the causes; (b) Examples the students have seen; (c) Can they, as teen-agers do anything to prevent and discourage such behavior? 3. Arrange for a debate on the subject, "Resolved that a person should follow his own feelings, rather than submit to the opinion of the group."
<p>B. Attitudes of the Individual in the Group.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 37.</p>	<ol style="list-style-type: none"> 1. Ask the class to list group actions that are positive in their character building effects, and those that are negative in their influence on character. The term "delinquency" might be investigated by the students, so that they can understand its true meaning and how companionship can lead to or away from delinquency.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 2. Try to obtain voluntarily from the class its reaction to attitudes and their relationship to individual and group development; e.g., their attitude toward stealing or lying might provide a worthwhile discussion. 3. Ask a panel of students to present its combined opinions on the statement, "Conduct is a personal matter. After all the gang is made up of individuals." 4. Ask each student to list reasons why boys or girls like to meet in groups or gangs. 5. Class discussion might be centered around the following statements: <ol style="list-style-type: none"> (a) Crime programs on the radio are partly responsible for people breaking the law. (b) Comic books can be of considerable value. (c) The "movies" are built upon plots that are untrue to life. (d) We are entitled to play as well as to work. (e) Since we are now approaching adulthood we should be allowed to do pretty well as we want. 6. Prepare a list of attitudes relating to self-confidence. Ask the student to check off those in which he feels he is weak. Keep the results confidential and try to develop ways and means through class discussions and individual counseling to assist particular students with their difficulties. 7. Explain to the class the difference between the terms, "confidence" and "self-confidence". Ask the students to make a list of some of the ways in which a person's self-confidence may be built up. They should also be encouraged to suggest how over-confidence is to be avoided.

Evaluation Devices:

Make up a true-false test on social and anti-social individuals and gang behavior.

SECTION II—LIVING IN OUR SOCIETY

Content	Teaching Procedures and Suggested Activities
<p>A. Citizenship in a Community.</p> <p>Reference:</p> <p><i>Personality and School</i>, Ch. 1, 9.</p>	<ol style="list-style-type: none"> 1. Ask the class to list community and national projects in which certain agencies are interested for the benefit of the whole, or a large part of the community. 2. Ask the class to provide illustrations of emergencies in the community where personal feelings were forgotten, and the community acted as one to meet the emergency. 3. In group discussion list some of the qualities of a good citizen. 4. Divide the class into two large committees. Have each group appoint a chairman and a secretary. Assign to one committee the task of building and organizing a constitution for a "service club" to comprise all students in Grades VII to IX. Ask them also to select two possible projects to engage the activities of the group. The second large committee might be asked to build a scrapbook on the school and its activities, the finished product to be sent to a neighboring school or one across the seas. This committee can find much in the way of suggestion in the activities of the Junior Red Cross. 5. Plan a courtesy campaign in the class for one day or one week and have student representatives determine whether or not this can be expanded to include the whole school. 6. Conduct a survey of community needs with respect to playground facilities, safety patrols, clean up campaigns, community projects, etc.

Content	Teaching Procedures and Suggested Activities
<p>B. Religion in a Community.</p> <p>Reference:</p> <p><i>Personality and School</i>. Chapter 38.</p>	<ol style="list-style-type: none"> 1. A nation must have its foundations built upon a solid core of religious understandings. Determine from the class how their friendships develop without regard to religious differences. Each one should have a religious faith as a personal matter. Avoid having the class enter into any discussion of religious differences. Some of the reasons why people worship are: <ol style="list-style-type: none"> (a) To express their confidence and trust in a Divine Being. (b) To express adoration and devotion. (c) To obtain a sense of fellowship. (d) To satisfy a feeling of need for help and guidance. 2. Dramatize with the class situations where moral values are demonstrated. 3. Examine some of the world's great music, literature, and art that is based on religious teachings and religious episodes.
<p>C. Family Living.</p>	<ol style="list-style-type: none"> 1. Assign to each student the listings of the "rights" and "duties" of each member of the family. 2. Arrange for a "family council" of four students, representing the father, the mother, sister, brother. They might discuss any general home problem which might cause differences of opinion; e.g., driving the family automobile, use of telephone or radio, time to be in at night.

Evaluation Devices:

For review purposes assign an essay on the topic, "Moral Values are Necessary to an Individual."

SECTION III—DEMOCRATIC LIVING

Content	Teaching Procedures and Suggested Activities
A. Tolerance.	<ol style="list-style-type: none"> <li data-bbox="415 296 914 604">1. Ask the class to consider how best to approach the question of racial and religious tolerance. An International Day in which students of different racial extractions appear in the costumes of their native land, or that of their parents, and arrange a program to include items taken from the songs, literature, folk dances, and customs of the different countries. <li data-bbox="415 621 914 817">2. Have the members of the class suggest some of the causes of racial and religious intolerance. What can they, as members of the class group, do to further a more tolerant spirit? What is done by the movie censors in this respect? <li data-bbox="415 835 914 1170">3. Set aside Canada Day for some future class period and ask for the production of posters to represent Canada as a "melting-pot" of various nationalities. Original essays, poems, or dramatizations could be requested as a contribution to this day. A flag display centering on the flag of United Nations could be provided for in the classroom. Each student could be given the oath required for Canadian citizenship. <li data-bbox="415 1187 914 1390">4. A "census" could be taken showing the paternal origin of each child and from this a discussion of how the particular community developed, from where its pioneers came, and the success they achieved in building the community. <li data-bbox="415 1407 914 1551">5. As a class project endeavor to list the ways in which the members of the class can be of assistance to new Canadians who have recently come to this country. <li data-bbox="415 1569 914 1656">6. Ask the class to consider what we expect of these newcomers and what they in return might expect of us.

Content	Teaching Procedures and Suggested Activities
B. Sportsmanship.	<ol style="list-style-type: none"> 1. Ask the students to present their opinions, either written or oral, on the following questions: <ol style="list-style-type: none"> (a) In hockey two points should be given for an assist and one for a goal. (b) Good sportsmanship is more important than winning the game. (c) A team can learn a good deal from defeats. (d) Excuse-making is no substitute for hard work and good coaching. 2. Select a committee to prepare clues for well-known figures in the sporting world in answer to the question, "Who am I?" The committee will conduct the "radio" quiz and the class will serve as listeners. 3. Provide for the dramatization of a situation in which a poor sport "meets his match" in a good sport. 4. Ask the class to determine what it can do to support the school team in an interschool game. What can be done to welcome the visiting team?
C. Research Workers.	<p>Lead the class in a discussion of the contributions made by research workers in the field of medicine, and resulting in such discoveries as insulin, the sulpha drugs, penicillin, etc. See Unit III, Grade VIII, for information regarding medical discoveries.</p>
D. Democratic Procedures.	<ol style="list-style-type: none"> 1. Obtain from the students their understanding of how leaders in the community, such as council members, were selected to stand for the positions they hold. 2. "If you want to have a job well done go to the busiest man in town." Ask members of the class to discuss this statement. From the results of the discussion the students may realize the weakness of general statements such as the above.

Content	Teaching Procedures and Suggested Activities
<p>E. Participation and Responsibility.</p> <p>Reference:</p> <p><i>4-Square Planning for Your Career</i>, Ch. 1.</p>	<ol style="list-style-type: none"> 3. Ask the class to list some of the reasons why people in the community and the country at large do not vote at election time. Endeavor to determine the student's viewpoint on possible dangers that might arise from not using the ballot. <ol style="list-style-type: none"> (a) Prior to class or school elections, e.g., "Vote as you like, but vote!" (b) In Australia, voting is compulsory. Ask the students to discuss the wisdom of this law. 1. Ask each of two students to report to the class his feelings on the subject, "What is democracy?" 2. Discuss the question, "Why must a follower learn to think through the task he has been assigned?" Have the students list some of the dangers that may result from unquestioned obedience to a leader. 3. How must each member of the class serve as a follower as well as a possible leader? Ask them to consider their responsibilities in terms of obeying regulations and bylaws. 4. Prepare with the class a list of qualities necessary in leadership and followership. Ask each student to arrange these qualities in order of importance as he sees them. 5. Try to have the class define their impressions of the value of good leadership. This might be considered in terms of: (a) the leader of a flight of geese; (b) the leader of a flock of sheep.
<p>F. Group thinking.</p> <p>Reference:</p> <p><i>Personality and School</i>, Chapter 31.</p>	<ol style="list-style-type: none"> 1. Direct a panel of three students to discuss the question, "Can I always believe what I read?" 2. "World powers use means of a communication such as the radio, the newspaper, etc., to mold public opinion of their people in order to accom-

Content	Teaching Procedures and Suggested Activities
	plish certain ends." A statement such as the above should be carefully analyzed by the students and an effort made to determine the truth of it.
	3. Appoint a committee to report on the topic, "The differences between fact and propaganda."
	4. Ask each student to consider some new device or project that might be planned, and to outline the steps that might be taken to carry it out.

Evaluation Devices:

Use some evaluation technique which will impress upon individual students the worth of each nation and the poor taste of students who speak in a derogatory manner of the racial origin of other students. A check list might be developed of the points to consider relating to tolerance and appreciation of the points of view of different nationalities.

2. Have each pupil make a self appraisal to see how he "rates as a citizen."
3. Develop with the class a "Code for Canadians" and have some well-known figure in the public life of the community evaluate the findings. Ask the other rooms in the school if they are willing to accept the code as it stands or are prepared to revise it.
4. Make up matching questions on well-known leaders in community and national life, and the projects or enterprises with which they are associated.
5. Ask the students to make up a "Who Am I?" test on the contributions of well-known persons in the field of medicine, both ancient and modern (health heroes, recent scientists, etc.). See Unit III, Grade VII, for suggestions.

SECTION IV—LEISURE TIME ACTIVITIES

Content	Teaching Procedures and Suggested Activities
A. Group and Individual Activities. Reference: <i>4-Square Planning for Your Career</i> , Chapter 5. 13.	1. Ask the students individually to make a list of their particular interests, dividing these into individual and group interests.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 2. Arrange for a debate on the subject, "Resolved that group leisure time activities are of more value to the individual than leisure time activities of solitary nature." 3. Discuss with the class the effects of gambling, in the form of wagers, bribes, etc., upon organized sports. 4. Organize a panel to discuss the topics : (a) The spectator has responsibilities; (b) The spectator gets as much enjoyment from the game as the participator.

Evaluation Devices

1. Have each student draw up a day's time chart to show how his time is distributed. From all of these charts have the pupils draw up an average time chart showing the time that can be allotted to hobbies, group work, etc.
2. Ask the class to evaluate this statement. "Louise is so clever she can belong to as many clubs as she wishes."

GRADE VII—UNIT VII—HOW THE BODY MAKES USE OF FOOD—OUR DEPENDENCE UPON OXYGEN

POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

GRADE VII

In Grade VII the unit is introduced by a general review of factors affecting growth and the importance of daily health habits in building body structures. This review forms a basis for a more detailed study of the purpose of the skeleton, how bones grow and develop, and the factors contributing to strong, well-formed bones. The muscular system is closely related to the study of the skeleton, since the contraction of muscles aids the growth of bones and forms a protective covering for them. In studying the muscles emphasis should be placed on the part they play in the work of every system, as for example, digestion, posture. This emphasis gives sound reasons for developing strong, well-coordinated muscles.

GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units especially how the blood protects the body against infection. Steps taken to promote the health of these systems is much more important than technical knowledge.

GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration," and, "how oxygen is delivered to the cells" forms the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

GRADE X

In Grade X students study the nervous system with emphasis on the factors influencing its work. Since the physiology of the system is difficult to understand no attempt should be made to teach in detail the various parts of the system. Students could get a general idea of its structure and plan through a chart study. Practical illustrations of how the nervous system governs and controls should be introduced. The influence of the nervous system on health and disease should be stressed and also the factors that contribute to its well-being.

SPECIFIC OBJECTIVES**Understandings**

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Certain food factors have been proven essential to normal growth and development.
2. The life of a cell and the functioning of all organs are dependent upon both food and oxygen.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to select food that will provide the necessary essentials for health and growth.
2. The ability to realize the importance of oxygen to the body and to develop habits that are conducive to the health of the respiratory system.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Interest in and appreciation of the very complicated research on which the science of nutrition is based.
2. Appreciation of the efforts made by health authorities to improve the diets of Canadians through education.

REFERENCES

Pamphlets from Provincial Nutritionist, Department of Health, Edmonton.

"Canada's Food Rules."

"Score Sheets for Each Day's Meals."

"How Well Fed Are You?"

"Eat Right, Score High."

Pamphlets from Health Education Division, Provincial Department of Health, Edmonton.

"Know Your Foods."

"Safe Foods, Safe Drugs."

"Health Through the Ages."

Health Through Science, Pp. 61-145, 155-207.

Films and Film Strips (see appendix).

OUTLINE OF UNIT VII

- A. The Influence of Food.
- B. What Biochemists Are Discovering.
- C. The Meaning of Metabolism.
- D. Energy Value of Foods.
- E. Influence of Calories on Weight.
- F. The Importance of Protective Foods.
- G. Dietary Deficiency Diseases.
- H. How to Choose a Good Diet.
- J. Helping to Select and Prepare Food at Home.
- K. Our Dependence Upon Oxygen.

GRADE IX—UNIT VII—ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. The Influence of Food on growth, posture, mental outlook, teeth, general appearance, and resistance to disease.	<ol style="list-style-type: none"> Many experiments on animals have shown the influence of food on growth. Have the class look in various references for illustrative material and discussions of these experiments. Summarize what happens to animals when specific food factors are lacking, e.g., protein, vitamin B, vitamin D. Review the effect on the bones of insufficient calcium and phosphorus, and vitamin D. Relate good bone structure to posture. Show relationship between foods and fatigue. Discuss the effect of fatigue on posture.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 4. Prepare a report on the foods needed to build sound teeth. Discuss foods that are harmful to teeth, especially soft drinks, candy and gum. 5. Discuss the relationship of food to a good complexion, coloring, resistance to skin and other infections. 6. Show how one's self-assurance is often dependent on one's looks and a feeling of well-being.
<p>B. What Biochemists Are Discovering.</p> <p>Scientists known as biochemists are constantly searching out the needs of the body and analyzing foods to find the substances that meet these needs.</p>	<ol style="list-style-type: none"> 1. Review the story of Lavoisier, the first of the great biochemists. 2. Discuss the nature of protoplasm. Emphasize the great activity within a cell and the constant change taking place in cell substance. 3. Name some of the outstanding discoveries of the biochemists in recent years, e.g., insulin and other hormones, the chemical structure of vitamins, the work of specific vitamins in the body, the importance of enzymes, the cause of certain types of allergies.
<p>C. The Meaning of Metabolism.</p>	<ol style="list-style-type: none"> 1. Explain carefully the tremendously complex activity within the body known as metabolism. Bring out the great variety of factors that influence metabolism, such as age, size, sex, activity, secretions from the glands, cold, fever, etc. 2. Find out the meaning of basal metabolism and how it is measured. Why is this measurement significant to a doctor?
<p>D. Energy Value of Foods.</p> <p>The measurement of the energy value of foods. The calorie as a unit for measuring heat. It is the amount of heat necessary to raise the temperature of one kilogram (about 1 quart) of water one degree centigrade.</p>	<ol style="list-style-type: none"> 1. Find out how scientists measure the heat value of various foods. 2. Using a textbook on nutrition look up the calorie value of a few everyday foods. See if you can discover the factors that make a food high in calories. List a number of foods high in calories and give your reasons for putting them on the list.

Content	Teaching Procedures and Suggested Activities
<p>E. The Influence of Calories on Weight.</p> <p>The problems of overweight and underweight.</p>	<ol style="list-style-type: none"> 1. Many books give tables enabling one to figure out approximately the calories one needs in a day. Have the class figure out their own requirements. Explain why the eating of more than this requirement will put on weight. 2. Discuss the dangers of a self-prescribed diet to lose weight. 3. Obesity is often caused by emotional conflict, that is, people eat to compensate for feelings of inadequacy, frustration, etc. Discuss this problem. 4. Have each member of the class keep a weight graph. Use a modern chart that shows lines of growth. 5. Discuss the weaknesses of so-called normal weight tables.
<p>F. The Importance of the Protective Foods.</p> <p>Protective foods are those which are rich in the following: protein; vitamin A, B1, B2, C and D; the minerals calcium, phosphorous, iron, and iodine.</p>	<ol style="list-style-type: none"> 1. Canada's Food Rules are planned to give adequate amounts of the protective foods. Obtain copies of these for each student from the Department of Health. Analyze each rule and set down the scientific reasons for following it. 2. Obtain the copy of the booklet, "Know Your Foods" from the Department of Health. Compare the value of different foods, e.g, milk and soft drinks, bread and potatoes, liver and eggs.
<p>G. Dietary Deficiency Diseases.</p>	<ol style="list-style-type: none"> 1. Find out the nature of scurvy; give reasons why it was common in the days of the sailing vessel. Many Canadians do not have enough vitamin C in their diet. Give reasons why this is true. 2. Explain why citrus fruits help to heal bleeding gums. 3. Give reasons why Canadian children are susceptible to rickets. 4. Find out how vitamins are measured. Collect labels from cod liver oil preparations to discover the vitamins in a dose of the various preparations. Find out how many units of vitamin D a growing child should have every day.

Content	Teaching Procedures and Suggested Activities
<p>H. How to Choose a Good Diet.</p> <p>The importance of selecting food from the following five food groups: (1) milk and milk products; (2) fruit; (3) vegetables; (4) cereals and bread; (5) meat and fish.</p>	<ol style="list-style-type: none"> 5. Read about labelling vitamin products in the pamphlet, "Safe Foods, Safe Drugs." 6. Have a committee report on the men who have added to our knowledge of vitamins, e.g., Funk, Hopkins, Eijkman, Goldberger. <p>Plan a day's menu so that each meal is balanced in respect to the five food groups. Keep track of your food for two or three days and estimate whether or not you are getting sufficient food from each of the five groups. Discuss important foods within a group, e.g., green and yellow vegetables, citrus fruits, etc.</p>
<p>J. Helping to Select and Prepare Food at Home.</p> <p>Ways to keep down the cost of food and still be well fed.</p> <p>Importance of including milk for all members of the family.</p> <p>The value of a garden. How food values are lost in cooking.</p> <p>Sharing responsibility for the preparation of food at home.</p>	<ol style="list-style-type: none"> 1. List some good meat substitutes. Give your reasons why they are good substitutes. 2. Give reasons why milk is important for adults as well as children. 3. Discuss what you can do to help plan and care for the family garden. 4. Make a report on how to retain food values in cooking foods.
<p>K. Our Dependence Upon Oxygen.</p> <p>Food is of no value to the body without oxygen.</p> <p>Oxygen is delivered to the cells by the combined work of our breathing and blood systems.</p> <p>Our control stations:— Located in the brain are</p>	<ol style="list-style-type: none"> 1. Show that the life of every cell is dependent upon oxygen. Relate this to the metabolism of food within the cells. 2. By the use of drawings and charts explain how the lungs supply an enormous surface for transferring oxygen to blood. 3. Do a simple demonstration to show that carbon dioxide is produced by combustion. Show that we breathe out carbon dioxide. Explain how carbon dioxide in the blood influences the control stations.

Content	Teaching Procedures and Suggested Activities
<p>nerve centers that control the rate of breathing and the speed of the heart beats.</p> <p>The oxygen debt:— In strenuous exercise wastes collect in the tissues because oxygen cannot be delivered fast enough to burn them completely.</p> <p>The breathing organs prepare air for its use in the body.</p> <p>The importance of good ventilation in homes, schools and other buildings.</p>	<ol style="list-style-type: none"> 4. Discuss such questions as: (a) Why does a sprinter breathe very fast for some time after he completes a run? (b) Why are rest periods essential in a fast game like basketball or hockey? (c) Why do muscles ache after unaccustomed exercise? (d) Why does fatigue make one slump and assume very poor posture? 5. Review the special structure in the nose for cleaning, warming and moistening air. 6. (a) Study the ventilation of your school. Can you suggest improvements? (b) What special features make an airconditioned home? (c) Discuss factors in good ventilation.

GRADE IX—UNIT VIII—LEARNING HOW TO MAKE OUR HIGHWAYS SAFE

POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top-ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventures" and "bad adventures." For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use her own judgment in teaching safety measures that are important in safeguarding the lives of the children in her class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

GRADE VII

In Grade VII emphasis is placed on safety in the home. About one-third of all fatal accidents occur in the home, and since statistics show that the very young and the very old are particularly susceptible to home accidents, it is important to develop in this age group a feeling of responsibility for safeguarding younger brothers and sisters and old people who may be living in the home.

GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of cooperative efforts of teacher, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for governing them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part in school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations, and a personal behavior. Again, this section should be adapted to the

particular needs of the community since there will be a considerable difference in the approach in urban centers from that in rural areas. Illustrative material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

GRADE X

In Grade X students study Canada's accident picture as a national public health problem. The course is designed to give an overview of the safety problem in industry, transportation and recreation, and, in addition, to prepare students to play their part in national defence. Considerable emphasis should be placed on the psychology of safety with a study of factors related to accident-proneness such as emotional conflicts. At this grade level playing one's part as a citizen in protecting others, assisting in disasters, and working for safety measures in all our activities should be stressed.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Each person has responsibility for learning how to prevent accidents.
2. The waste resulting from accidents can be lessened by the application of knowledge and common sense.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The habit of applying safety rules on the street and highways.

Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Responsibility for doing his share in the prevention of accidents.
2. Appreciation that the application of safety principles will assist in making the community a safer place in which to live.

REFERENCES

Pamphlets on Safety from Alberta Motor Association and Alberta Safety Council.

Health Through Science, Pp. 207-224.

Films and Film Strips (see appendix).

OUTLINE OF UNIT VIII

- A. Safety for Pedestrians.
- B. Dangers Created by, and Dangers to Cyclists.
- C. One's Responsibility to Become a Safe Driver.
- D. Common Sense of Accidents.

GRADE IX—UNIT VIII—LEARNING HOW TO MAKE OUR HIGHWAYS SAFE

(Suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p>A. Safety for Pederstrians.</p> <p>What the pedestrian needs to know and practice in walking on highways, in coping with traffic, in crossing streets, etc.</p>	<ol style="list-style-type: none"> 1. Develop a set of rules for pedestrians. 2. Analyze current news reports of accidents. 3. Discuss special hazards in crossing streets or walking on highways at night. 4. Discuss your school safety patrol. Can you suggest ways it could be improved? 5. Discuss care in traffic at exceptional times, e.g., when in a hurry, when carrying an umbrella or bundles, when streets are slippery, etc.
<p>B. Dangers Created by Cyclists, and Dangers to Cyclists.</p>	<ol style="list-style-type: none"> 1. Develop a list of traffic rules for cyclists. 2. Send to the Alberta Safety Council for "Safe-Lite Kit" and also for "Bike Riders' Safety Code." 3. From your experience in riding a bicycle set down a list of hazards and how to avoid them.
<p>C. One's Responsibility to Become a Safe Driver.</p> <p>Learning the rules of the road.</p> <p>Knowing how to operate a car safely.</p>	<ol style="list-style-type: none"> 1. Find out about, and give a report on organizations that sponsor safe driving training. 2. Send to the Alberta Safety Council for such pamphlets as "Motor Manners," "Speed Kills", "Good Driving Practices." Read and discuss these pamphlets.

Content	Teaching Procedures and Suggested Activities
<p>Realization of a driver's responsibility to others.</p> <p>Developing driving integrity that puts safety above thrills, dares and showing off.</p> <p>Good manners in driving.</p>	<p>3. Discuss common road hazards, e.g., curves, hills, parked cars, loose gravel, etc. Stress importance of knowing the meaning of road signs, significance of "slow" zones and "stop" streets.</p> <p>4. Obtain the Alberta Traffic and Safety Guide. Discuss the rules set down therein.</p>
<p>D. Common Causes of Accidents.</p> <p>Excessive speed, poor roads, climatic condition, mechanical failure, fatigue, alcohol, poor judgment, head-light glare, etc.</p>	<p>1. Make a set of posters showing the common causes of highway accidents.</p> <p>2. Discuss how to make driving safer in Alberta.</p> <p>3. Conduct a panel discussion on the high rate of motor accidents among youthful drivers.</p> <p>4. Discuss such terms as: "road-hog", "over-driving your head-lights", "bumper-chasing", "riding the clutch."</p> <p>5. Teachers should relate the problems of the driver and pedestrian to the cyclist.</p> <p>6. Discuss personality factors in the "accident-prone" driver.</p> <p>7. All drivers should be familiar with the parts of a car that are likely to cause accidents. Discuss these.</p> <p>8. Draw graphs showing distance required to stop a car at different speeds.</p> <p>9. Conduct a test on traffic rules similar to one a person might face in applying for a driver's license.</p>

GRADE IX—UNIT IX—EDUCATION AND THE WORLD OF WORK

POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

GRADE VII

Unit IX of the Grade VII course is an attempt to stress the importance of good work habits in any job. One section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the characteristics of these people which helped them to overcome obstacles. Objective discussion of thrift habits in relation to the use of money should prove of value to students.

GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast with indifferent, half-hearted effort.

GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes toward work. The material in this unit should help to stimulate the student to begin his career planning.

GRADE X

This unit contains a more detailed approach to specific career qualifications. Each student should appraise himself in terms of aptitudes and abilities. It is expected that each student at the end of Grade X should be able to choose the broad field he wants to enter and to organize his future education in terms of the requirements demanded by this field.

SPECIFIC OBJECTIVES

Understandings

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. Knowledge of the job world, particularly in Alberta is important in long-range vocational planning.
2. Adequate preparation and planning is helpful in career selection.

Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits.

The ability to evaluate himself in terms of his ultimate career choice.

Attitudes

The work in this unit should help the students to develop the following attitudes:

1. Responsibility for sound vocational planning.
2. Willingness to contribute his best in any job situation.

REFERENCES

Personality and School, Ch. 41-49.

4-Square Planning for Your Career, Ch. 1-3, 6-12, 14.

Films and Film Strips (see appendix).

OUTLINE OF UNIT IX

SECTION I—PLANNING

- A. Fields of Occupation.
- B. The Importance of Unskilled Labor.

SECTION II—JOB OPPORTUNITIES

- A. Major Industries in Alberta.
- B. Supply and Demand in Jobs.
- C. Opportunities for the Physically Handicapped.

SECTION III—FACTORS IN SUCCESS

- A. The Qualities Apparent in Successful People.
- B. Personal Qualifications.
- C. Success in School Work.

SECTION IV—TRAINING REQUIRED

- A. Part-time Work.
- B. Standardized Tests and Interest Tests.
- C. Aptitudes for Various Jobs.

SECTION V—THE DIGNITY OF LABOR

- A. All Work Demands Respect.
- B. Collective Bargaining.

SECTION VI—APPLYING FOR A JOB

Appearance, References, and the Techniques of an Interview.

SECTION VII—ASSISTANCE IN GETTING A JOB

National Employment Service, the Want Ad, and Adult Assistance.

SECTION VIII—PROGRESS ON THE JOB

- A. Ways to Increase Knowledge and Understanding.
- B. Factors in Promotion.
- C. Team Performance.
- D. Reasons for Discharge.

GRADE IX—UNIT IX—EDUCATION AND THE WORLD OF WORK

(Suggested time allotment 4-5 weeks)

NOTE: The work on this unit should attempt to show the relationship of continued education and training to job possibilities and job success.

SECTION I—PLANNING

Content	Teaching Procedures and Suggested Activities
A. Fields of Occupation. Reference: <i>Canada Year Book</i> <i>4-Square Planning for Your Career.</i> Ch. 10.	Discuss with the class the fields of occupations as defined by the Dominion Census.
B. The Importance of Unskilled Labor. Reference: <i>4-Square Planning for Your Career.</i> Ch. 11.	Discuss with the class the importance of unskilled labor.

Evaluation Devices

Test the students' knowledge of the various field of occupations.

SECTION II—JOB OPPORTUNITIES

Content	Teaching Procedures and Suggested Activities
<p>A. Major Industries in Alberta.</p> <p>References:</p> <p>“Occupational Trends and Employment Opportunities”, March, 1952, (free), Department of Education. Employment Bulletin, National Employment Service. Obtainable from Department of Education.</p> <p><i>Personality and School</i>. Ch. 43-48.</p>	<ol style="list-style-type: none"> 1. Appoint a committee to examine and report on the professional and semi-professional occupations that exist in Alberta. 2. Examine and report on the kinds of skilled labor industries require. 3. List Alberta's major industries and indicate in which of these the demand for labor is increasing.
<p>B. Supply and Demand in Jobs.</p> <p>Reference:</p> <p><i>Personality and School</i>, pp. 303-5.</p> <p>Canadian figures per capita will be approximately the same as American.</p>	<ol style="list-style-type: none"> 1. Illustrate the meaning of the term “supply and demand” by explaining its application to any familiar commercial commodity. 2. Appoint committees to investigate the situation with respect to two occupations, such as teaching and merchandising. Have the pupils attempt to account for their findings. 3. List factors that exert influence on local conditions of supply and demand in labor.
<p>C. Opportunities for the Physically Handicapped.</p> <p>Reference:</p> <p>“Occupational Trends and Employment Opportunities, March, 1952.</p>	<ol style="list-style-type: none"> 1. List the major physical handicaps that affect people, and consider the kinds of work performed by people with those handicaps. See Unit III, Section D for government assistance to handicapped children. 2. Discuss the following statement: “In some kinds of work the physically handicapped can perform tasks just as well as if not better than those without handicaps.”

Evaluation Devices

1. Prepare a fairly complete list of jobs available to students. Have the students consider the basic educational level that is considered desirable for each job.

2. For review purposes have the students illustrate their understanding of the law of supply and demand by reference to the agricultural industry. Investigate several branches.
3. As a summary for the discussion on the employment for physically handicapped prepare a master chart of the kinds of work these people could do, e.g.—the blind and visually handicapped, the hard of hearing, the paraplegic (partially paralyzed), those with heart trouble, cerebral palsy and poliomyelitis.

SECTION III—FACTORS IN SUCCESS

Content	Teaching Procedures and Suggested Activities
A. The Qualities Apparent in Successful People.	1. Each student might select two local people who are known to be successful in their occupations and list the apparent qualities each possesses that help to account for such success. The names of these people should not be given.
B. Personal Qualifications. <i>Personality and School</i> , Ch. 41, 42. <i>4-Square Planning for Your Career</i> , Ch. 2, 9.	<ol style="list-style-type: none"> 1. Have the class list the personal qualities that are generally responsible for lack of success. 2. Ask each student to list the personal factors that he considers important in selecting a job. Ask each to rate himself or herself in terms of these factors and the degree in which they are possessed.
C. Success in School Work. References: <i>Personality and School</i> , Ch. 49. <i>4-Square Planning for Your Career</i> , Ch. 1.	<ol style="list-style-type: none"> 1. Ask the students to present evidence to indicate their possible degree of success "on the job" insofar as their school work is concerned. 2. Develop clear understanding of the need for education and training in terms of possible career choice.

Evaluation Devices

1. Prepare a test by listing the qualities needed for any two occupations common to the Alberta economy such as Farming and Store-keeping. Add a number of irrelevant statements and have the pupils draw lines through them. On completion, discussion will show where pupils have erred in selection.
2. Prepare an objective test on the qualities leading to success, and lack of success in a vocation.
3. Prepare a number of statements that indicate reasons for lack of job success. Intersperse statements of qualities leading to success. Ask the students to write down all the statements and to tick off those that are negative or lead to lack of success on the job.

SECTION IV—TRAINING REQUIRED

Content	Teaching Procedures and Suggested Activities
A. Part-time Work.	<ol style="list-style-type: none"> 1. Discuss with the class the qualities common to most occupations. 2. Have the class appoint a job-selection committee to analyse the job possibilities in the community for part-time work (after school or Saturday). The committee can present its report and obtain additional suggestions. 3. Ask each member of the class to list some duties and responsibilities that students could expect to assume in various kinds of part-time work. 4. Discuss with the class the harmful effects of, or bad habits that might result from, such work.
B. Standardized Tests and Interest Tests. Reference: <i>4-Square Planning for Your Career</i> , Ch. 6, 7.	<ol style="list-style-type: none"> 1. Discuss with the class the purpose of standardized tests and interest inventories in sufficient detail only for them to understand the general principles. 2. Select those students of more mature years and ask them to complete an interest inventory such as the Kuder Preference Record. Select one of the complete inventories and discuss with the class the strong areas indicated on the profile and the possible jobs that combinations of interest indicate should be investigated. The consent of the student concerned should first be obtained.
C. Aptitudes for Various Jobs. References: Secondary reference, "One Hundred Guidance Lessons", is useful. <i>4-Square Planning for Your Career</i> , Ch. 3, 8.	<ol style="list-style-type: none"> 1. Examine with the class in detail the various skills and abilities required by a particular aptitude, such as mechanical aptitude. This list should be carefully compiled so that students will see the need for a careful examination of job requirements. 2. Discuss with the class various definitions of the term "occupational misfit." Have them list the personal qualities of the occupational misfit, and conditions that may have contributed to this condition.

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> 3. A committee of students could be asked to interview the owner of a business or the personnel manager of a large firm to determine from him what steps might be taken to reduce the possibility of a person becoming an occupational misfit. 4. Have the class divided into committees to carry out the following assignments: <ol style="list-style-type: none"> (a) What jobs would we place in a list of those that might be beyond our capabilities? (b) Why should we be willing to accept kinds of work that offer wider fields of interest and experience? (c) What advantages do we receive from well-organized planning for our chosen career? (d) Why should we complete, if possible our high school education?

Evaluation Devices

1. Prepare a check list for student use, of the factors and conditions of work about which a person interested in employment should have information. Include in the list irrelevant factors so that the students may be encouraged to think through each item carefully.
2. Ask the class to prepare a list of factors that the student should keep in mind in selecting out-of-school work and number these factors according to their importance.

SECTION V—DIGNITY OF LABOR

Content	Teaching Procedures and Suggested Activities
A. All Work Demands Respect.	<ol style="list-style-type: none"> 1. Discuss the topic: "All jobs are important." 2. "The truth is that in human service there is no low or high degree; the woman who scrubs is as worthy of respect as the man who preaches." (Elbert Hubbard.) Provide for class discussion of this quotation.

Content	Teaching Procedures and Suggested Activities
B. Collective Bargaining.	Appoint a committee to investigate and report on the term, "collective bargaining." Information can be obtained from the manual "Our Provincial Government", or from the Department of Industries and Labor, Edmonton.

Evaluation Devices

Assign a paragraph beginning with the following topic sentence, "The individual is judged by the way he does a job, not by the kind of job he has."

SECTION VI—APPLYING FOR A JOB

Content	Teaching Procedures and Suggested Activities
Appearance, References, and the Techniques of an Interview.	<ol style="list-style-type: none"> 1. Select two girls to demonstrate correct and incorrect dress, accessories and make-up for job seeking. Have the class criticize the make-up, dress and deportment of the applicants. 2. Ask the class to prepare letters of reference in order that they can understand what such letters should contain, their proper use, how to solicit references, and how to express appreciation for these references. 3. The class should list points to be observed in creating both a good and bad impression during the course of the interview. 4. Have the class prepare a chart showing desirable and undesirable qualities in an employee. 5. Dramatize with members of the class an interview with a prospective employer. Have the class criticize the dramatization. 6. Ask the class to prepare letters of application for various jobs. Attention should be paid to the value of correct form since such a letter is often the only means that the prospective employer has initially for sorting out applicants.

Evaluation Devices

1. Prepare a check list of the steps to be taken in preparing for a job interview. Add a number of irrelevant points. Ask students to mark the pertinent ones only and score the results. Students should compare their ratings with the possible score.
2. Write up a hypothetical interview that contains many obvious mistakes. Ask the students to rewrite the interview eliminating as many mistakes as possible. Prepare a scoring "key" against which students can rate their efforts.

SECTION VII—ASSISTANCE IN GETTING A JOB

Content	Teaching Procedures and Suggested Activities
National Employment Service, the Want Ad, and Adult Assistance.	<ol style="list-style-type: none"> 1. Obtain information about the National Employment Services by writing the nearest office. (Offices are located in Edmonton, Calgary, Red Deer, Lethbridge, Medicine Hat, Drumheller, Blairmore, Edson, and, for the Peace River Block, Dawson Creek, B.C.) 2. Make a list of the people who can assist you in obtaining a job and list the various ways in which each of these can render assistance. 3. Have pupils criticize "ads" found in periodicals and daily newspapers to see whether errors or omissions may be found. Have them rewrite correctly each "ad" which obviously does not conform with what is accepted as proper. 4. Discuss "situations wanted" and "situations vacant" "ads" for various positions. Ask the class to prepare "ads" for hypothetical positions.

Evaluation Devices

Prepare two "want ads", one for a job wanted and the other for an available job. Introduce material into the "want ads" that is extraneous or irrelevant and have the students rewrite the "ads" as correctly as possible.

SECTION VIII—PROGRESS ON THE JOB

Content	Teaching Procedures and Suggested Activities
<p>A. Ways to Increase Knowledge and Understanding.</p> <p>Reference:</p> <p><i>4-Square Planning for Your Career</i>, Ch. 12.</p>	<ol style="list-style-type: none"> 1. Ask each student to suggest three ways in which a person can develop or increase interest in the work he is doing. 2. The group could select a committee of three boys to complete the assignment: "If Tom Smith were employed as a salesman for a line of automatic equipment, what advantage would it be to him to know the details of construction and manufacturing that enter into the production of the equipment he sells? How might he gain a better knowledge of the equipment?"
<p>B. Factors in Promotion.</p> <p>Reference:</p> <p><i>4-Square Planning for Your Career</i>, Ch. 14.</p>	<ol style="list-style-type: none"> 1. Have a class prepare a chart listing the various factors that have a bearing on promotion, and ask them to weigh each of these factors in terms of increasing value from 1 to 5 for each factor. See Unit II for possible relationships to health. 2. Discuss the possible reaction of an individual when he is "passed up" for promotion. Suggestions may be offered by the class as to the means of overcoming the disappointment and benefiting (indirectly) by the experience.
<p>C. Team Performance.</p>	<p>Have the class choose committees to study the effects of team performance in three occupations where team effort is important in getting the job done, e.g., the part that each member of a train crew, from engineer to brakeman, performs in "delivering the goods."</p>
<p>D. Reasons for Discharge.</p>	<ol style="list-style-type: none"> 1. Have each student outline what he thinks his reaction would be to discharge. He should know to whom he can go for advice and suggestion. Encourage him to appreciate that he can profit from such an experience when he obtains other jobs. 2. Discuss with the class reasons why people may be discharged from their jobs.

Evaluation Devices:

Prepare a true-false test of statements listing the factors that influence promotion. Include in the statements some of the factors that might cause discharge. Have the students score their answers against a key and provide for discussion of the results in class.

APPENDIX

FILMS AND FILMSTRIPS AVAILABLE FROM THE AUDIO-VISUAL AIDS BRANCH

DEPARTMENT OF EDUCATION

NOTES:

1. The pamphlet, "The Film in Group Discussion", available from the Guidance Branch, may prove useful in developing a method for class use of films.
2. Additional films may be obtained from the Health Education Division, Department of Health, Edmonton, and from the Division of Visual Instruction, Department of Extension, University of Alberta. There is a small charge for the latter.
3. Teachers are advised to select films well in advance because the films available must serve a large number of schools. If possible, the films required for the school year should be listed early in the year with approximate required dates given after each film. The list should then be forwarded to the Audio-Visual Aids Branch, Department of Education, Edmonton.
4. Abbreviations and symbols and their meanings.
 - (a) "jh" indicates junior high school, "sh" indicates senior high school. Where both "jh" and "sh" appear opposite a title, the film or filmstrip is suitable for both levels. The level at which the film is most useful is indicated by placing the abbreviation, ("jh", or "sh") in italics.
 - (b) The letter and number immediately preceding each title is the catalog number appearing in the catalogues of the Audio-Visual Aids Branch, entitled "Classified List of Sound and Silent Motion Picture Films" and "Classification List of Filmstrips and 2x2 Slides".
 - (c) An "x" placed before a title indicates that the film or filmstrip is also useful in the study of vocations.

HEALTH AND SAFETY

Cleanliness and Grooming

A. Films.

<i>jh</i>	<i>sh</i>	T- 546	Body Care and Grooming
<i>jh</i>	<i>sh</i>	T- 759	Care of Hair and Nails
<i>jh</i>	<i>sh</i>	T- 670	Care of the Skin

B. Filmstrips.

<i>jh</i>		Pk-1217	Brush Up On Your Teeth
<i>jh</i>		Pk- 184	The Use of a Toothbrush
			Grooming for Girls Series:
		P-1742	You and Your Grooming
		P-1743	Your Clothing
		P-1744	Your Face
<i>jh</i>	<i>sh</i>	P-1064	The Teeth
<i>jh</i>	<i>sh</i>	Pk-1729	Teen-age Teeth
<i>jh</i>	<i>sh</i>	P- 82	Your Teeth and Your Health

Common Diseases

A. Films.

<i>jh</i>	<i>sh</i>	T- 168	Good-bye, Mr. Germ (Tuberculosis)
<i>jh</i>	<i>sh</i>	T- 535	Immunization
	<i>sh</i>	T- 48	Let's Open Our Eyes (Syphilis)
<i>jh</i>	<i>sh</i>	T- 469	Pneumonia
<i>jh</i>	<i>sh</i>	T- 164	They Do Come Back (Tuberculosis)
<i>jh</i>	<i>sh</i>	T- 245	They Live Again (Insulin—Banting)
<i>jh</i>	<i>sh</i>	T- 80	Tuberculosis
<i>jh</i>	<i>sh</i>	T- 246	The Story of Dr. Jenner

B. Filmstrips.

<i>jh</i>	<i>sh</i>	P- 914	Pesky, the Cold Bug
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First Aid

A. Films.

<i>jh</i>	<i>sh</i>	T- 437	First Aid (Wounds and Fractures)
<i>jh</i>	<i>sh</i>	Q- 107	First Aid (Care of Minor Wounds, Control of Bleeding)

B. Filmstrips.

<i>jh</i>	<i>sh</i>		Film Aid to First Aid Series:
		P- 101	Bandaging
		P- 114	Artificial Respiration and Its Uses
		P- 115	Control of Bleeding
		P- 116	Fractures
		P- 117	Transportation of the Injured
		P- 118	Wounds
		P-1620	Elementary Nursing, Part 1
		P-1621	Elementary Nursing, Part 2

Nutrition**A. Films.**

jh		Q- 220	Food Makes a Difference
jh	sh	T- 145	Foods and Nutrition
jh	sh	T- 151	Fundamentals of Diet
jh	sh	Tk- 243	Proof of the Pudding (Value of Foods)
jh	sh	T- 229	Six Slices a Day (Cereals)
jh	sh	Q- 72	Vitamin B1
jh	sh	T- 720N	and Vitamin D
jh	sh	T- 341N	Vitamins, A, B, C, and D
jh	sh	T- 54	Vitamin Wise
jh	sh	P- 252	Luther Burbank

B. Filmstrips.

jh	sh	Q-1727	Fundamentals of Diet
jh			Why We Eat Series:
		Pk-1730	Foods for Health
		Pk-1731	Milk
		Pk-1732	Fruit
		Pk-1733	Vegetables
		Pk-1734	Cereals
		Pk-1735	Meats
jh	sh		Nutrition Series:
		P- 822	Food and Health
		P- 823	Carbohydrates and the Calories
		P- 824	Fats and Proteins
		P- 825	Vitamins and Mineral Salts
jh	sh	P-1137	Internal Triangle
jh			Foods and Nutrition Series:
		P- 123	Eat Well! Live Well!
		P- 124	Essentials of the Diet, The
		P- 125	Nutrients in Foods, The
		P- 126	How Food is Digested
		P- 127	Consumer Problems in Nutrition

Safety**A. Films.**

jh		Q- 85	Bicycling With Complete Safety
jh		Q- 106	Fire Prevention
jh	sh	T- 393	On Two Wheels (Bicycle Safety)
jh	sh	T- 456	Playground Safety
jh	sh	T- 77	Safety in the Home
jh		T- 392	Safety Patrol (Street Safety)
jh		T- 625	Safety to and From School
jh	sh	T- 770M	Your Permit to Drive

B. Filmstrips.

jh		P- 102	Home Safety
jh		P- 105	Safety in the Home
jh		P-1451	Are You Safe At Home
		P- 103	In Case of Fire
jh	sh	P- 881	Safety in the Laboratory
jh		P- 106	Safety on Two Wheels
jh		P- 107	Tom Joins the Safety Patrol
jh		P-1450	Pedaling Pointers
jh	sh	P-1469G	Safety in Transportation
jh		P-1485	Traffic Safety

Physiology and Care of the Body

A. Films.

A list of 41 films on physiology and care of the body will be found on page 4 of the 1951 classified list, prepared by the Audio-Visual Aids Branch, Department of Education.

B. Filmstrips.

jh	sh		Human Body Series:
		P-1418	Control of Body Temperature
		P-1419	Ears and Hearing
		P-1420	Endocrine Glands
		P-1421	Heredity
		P-1422	Mechanisms of Breathing
		P-1423	Nervous System
		P-1424	Posture and Exercise
		P-1425	Work of the Kidneys
jh	sh	P-1649	Our Bones
jh	sh		Health Adventure Series:
		P-1605	Your Nose and Throat
		P-1606	Your Skin and Its Care
		P-1607	Your Bones and Muscles
		P-1608	Your Heart and Lungs
		P-1609	Sleep and Rest
jh	sh	P-1162	Elementary Physiology
jh	sh		Good Health Series:
		P- 913	Your Posture, Good or Bad
jh	sh	P- 914	Pesky, the Cold Bug
		P- 915	Insect Pests and Diseases
		P- 916	You and Your Clothes
		P- 263	How We Breathe
jh	sh	P- 265	How We See
jh	sh		Human Biology Series:
		P-1238	The Circulatory System
		P-1239	The Digestive System
		P-1240	The Glandular System
		P-1241	The Nervous System
		P-1242	The Respiratory System

<i>jh</i>	sh		Human Body Series:
		P-1060	Heart and Circulation
		P-1061	Digestion of Foods
		P-1062	Foods and Nutrition
		P-1063	Eyes and Their Care
		P-1064	The Teeth
		P-1065	Care of the Feet
		P-1066	Reproduction Among Mammals
		P-1067	Body Defences Against Diseases
<i>jh</i>	sh	P- 264	How We Hear
<i>jh</i>	sh	P- 850	Posture (Corrective Exercises)
<i>jh</i>	sh	P- 80	A Tower of Strength
<i>jh</i>	sh	P- 82	Your Teeth and Your Health

Growing Into Maturity

A. Films.

sh	T- 678	The Cell—Structural Unit of Life
sh	T- 428	Heredity
sh	T- 215	Reactions of Plants and Animals

B. Filmstrips.

sh	P-1216	The Gift of Life (Reproduction)
sh	P-1208	The Plant Kingdom
sh	P-1209	The Animal Kingdom
sh	P-1210	Mammals
sh	P-1421	Heredity

Sanitation and Water Supply

Films.

<i>jh</i>	sh	T- 71	City Water Supply
<i>jh</i>	sh	T- 193	Defending the City's Health
<i>jh</i>	sh	T- 47	Every Drop a Safe One (Treatment and Purification of Water)
<i>jh</i>	sh	T- 101	The House Fly
		Q- 114	
<i>jh</i>	sh	T- 535	Immunization
<i>jh</i>	sh	T- 544M	Man Against Microbes (Pasteur, Leeuwenhoek, etc.)
		Q- 241	
<i>jh</i>	sh	Q- 165	Preventing the Spread of Disease
<i>jh</i>	sh	Q- 213	Sewage Disposal
<i>jh</i>	sh	T- 605	Sewage Disposal (City Sewage System)
<i>jh</i>	sh	Tk- 32	Water—Friend or Enemy

Other Health Films

jh	sh	T- 669	Attitudes and Health
jh	sh	T- 142	Home Nursing
jh	sh	Q- 164	If It's Health You're Seeking (Elements of Healthful Living)

PERSONAL DEVELOPMENT

A. Films.

	jh	sh	T- 713	Act Your Age
x	jh	sh	T- 527	Aptitudes and Occupations
	jh	sh	T- 618	Are You Popular?
	jh	sh	T- 738	Control Your Emotions
	jh	sh	T- 626	Courtesy Comes to Town
	jh	sh	T- 739	Developing Friendships
	jh	sh	T- 630	Developing Leadership
	jh	sh	T- 777	Developing Your Character
x	jh	sh	T- 265	Finding Your Life Work
		sh	T- 774	How to Think
	jh	sh	T- 682	Obligations
	jh	sh	T- 479	Shy Guy
	jh	sh	T- 627	You and Your Family
	jh	sh	T- 537	You and Your Friends
	jh	sh	T- 775	You and Your Parents
	jh	sh	T- 620	Your Family
	jh	sh	T- 654	Discussions in Democracy
	jh	sh	T- 822	Good Table Manners
	jh	sh	T- 849	The Outsider
	jh	sh	T- 824	Importance of Making Notes

B. Filmstrips.

jh	sh		Manners Made Easy Series:
		P-1150	Home Ground
		P-1151	School Spirit
		P-1152	As Others See You
		P-1153	Table Talk
		P-1154	Stepping Out
jh		P-1159	Table Manners
		P-1345	You and Your Mental Abilities
		P-1318	Boy Meets Girl
		P-1319	Boy Dates Girl
jh	sh	P-1320	Boy Marries Girl
jh		P-1617	Saving With a Purpose
jh		P-1453	How to Deliver a Speech

jh sh

		Manners Made Easy, Series 2:
P-1564		Table Setting
P-1565		Perfect Party
P-1566		Public Appearance
P-1567		Away from Home
P-1568		Developing Social Maturity

VOCATIONS

A. Films.

	<i>jh</i>	<i>sh</i>	T- 402	Accounting and Bookkeeping
	<i>jh</i>	<i>sh</i>	T- 421	Air Transportation
x	<i>jh</i>	<i>sh</i>	T- 527	Aptitudes and Occupations
	<i>jh</i>	<i>sh</i>	T- 396	Automotive Service
	<i>jh</i>	<i>sh</i>	T- 404	The Baking Industry
	<i>jh</i>	<i>sh</i>	T- 329	Behind the Headlines (Newspaper Industry)
	<i>jh</i>	<i>sh</i>	T- 645	Bookkeeping and Accounting
		<i>sh</i>	T- 458	Bookkeeping and You
	<i>jh</i>	<i>sh</i>	T- 541N	Brick and Stone Mason
		<i>sh</i>	T- 68	Chemistry and a Changing World
x	<i>jh</i>	<i>sh</i>	T- 665	Choosing Your Occupation
	<i>jh</i>	<i>sh</i>	T- 400	The Dairy Industry
	<i>jh</i>	<i>sh</i>	T- 539N	The Draftsman
	<i>jh</i>	<i>sh</i>	T- 353N	Early Start (Farming)
	<i>jh</i>	<i>sh</i>	T- 419	The Electrician
	<i>jh</i>	<i>sh</i>	T- 399	Engineering
	<i>jh</i>	<i>sh</i>	T- 664	Finding the Right Job
	<i>jh</i>	<i>sh</i>	T- 265	Finding Your Life Work
		<i>sh</i>	T- 803	Footsteps to the Future (Home Economists)
	<i>jh</i>	<i>sh</i>	T- 406	Forestry and Forest Industries
	<i>jh</i>	<i>sh</i>	T- 684	How to Keep a Job
	<i>jh</i>	<i>sh</i>	T- 405	Journalism
	<i>jh</i>	<i>sh</i>	T- 420	Machine and Tool Maker
	<i>jh</i>	<i>sh</i>	T- 256	Maintain the Right (R.C.M.P.)
	<i>jh</i>	<i>sh</i>	T- 417	Nursing
	<i>jh</i>	<i>sh</i>	T- 401	Painting and Decorating
	<i>jh</i>	<i>sh</i>	T- 418	Poultry Raising
	<i>jh</i>	<i>sh</i>	T- 397	Radio and Television
	<i>jh</i>	<i>sh</i>	T- 403	The Restaurant Operator
	<i>jh</i>	<i>sh</i>	T- 752	This Way to Nursing
	<i>jh</i>	<i>sh</i>	T- 542	The Welding Operator
	<i>jh</i>	<i>sh</i>	T- 398	The Woodworker

B. Filmstrips.

<i>jh</i>	<i>sh</i>	P-1616	Careers in Canadian Stenography
<i>jh</i>	<i>sh</i>	P- 682	Apprenticeship in Industry

jh	sh	P-1448	Canadian Careers in Textiles
jh	sh	P-1449	Careers in Canadian Life Insurance Underwriting
jh	sh	P- 686	Clerical Work as a Career
jh	sh	P- 687	Electrical Engineering
jh	sh	P- 690	Journalism and Newspaper Operation
jh	sh	P- 692	Metal Trades as a Career
jh	sh	P1146	Careers in Canadian Banking
jh			Our Community Workers Series:
		P-1223	The Policeman
		P-1224	The Doctor
		P-1225	The Mailman
		P-1226	The Fireman
jh	sh	P- 695	Optometry
jh	sh	P- 696	Osteopathy
jh	sh	P- 757	Painter and Decorator
jh	sh	P- 758	Pattern Making (Wood and Metal)
jh	sh	P- 759	Plasterers
jh	sh	P- 697	Plumbers and Steamfitters
jh	sh	P- 721	Retail Merchandising as a Career
jh	sh	P- 774	Sheet Metal Workers
jh	sh	P- 704	Social Work as a Career
jh	sk	P- 775	Structural Steel Workers
jh	sh	P- 706	Teaching as a Career
jh	sh	P- 707	Telegraph and Telephone Operator
jh	sh	P- 708	Tree Surgery
jh	sh	P- 722	Veterinary Medicine as a Career
jh	sh	P- 776	Welding as an Occupation
jh	sh	P- 710	Your Job—Are You Preparing for It?
jh	sh		Business Etiquette Series:
		P-1746	Why Etiquette in Business
		P-1747	Finding the Right Job for You
		P-1748	Selling Yourself to an Employer
		P-1749	Your New Job
		P-1750	The New Employee and Fellow Workers
		P-1751	You Want to Look Right

FOR TEACHER USE

Films.

Tk- 515	Counseling—Its Tools and Techniques
T- 796	Family Circles
T- 613	Teaching With Sound Film
T- 389	Using the Classroom Film





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